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ABSTRACT

This manual, produced and used in a project of the Central Oklahoma Area Vocational Technical School, provides direction for developing and implementing a school-to-work curriculum for secondary students. Based on the Central Oklahoma Vocational-Technical Model, the guide contains the following 11 sections: (1) blueprint for getting students ready for work based on the U.S. Department of Education's school-to-work system; (2) a description of Project ACCESS (Attainment of Competent Career Employment Skills for Success); (3) recruitment; (4) assessment; (5) advisement; (6) counseling and guidance; (7) curriculum; (8) skill development; (9) applied learning; (10) job placement; and (11) follow-up services. Throughout these sections, checklists, samples, scales, and examples are provided. An appendix provides job descriptions of Project ACCESS personnel. Also included are the following: project newsletter, summer camp brochure, senior scholarship brochure, consumer information handbook, tech prep brochure, student job placement form, pocket resume form, "Implementing a Local School-to-Work Partnership: A List of Suggested Activities," and "The ABCs of the Oklahoma School-to-Work System: A Glossary of Terms." (KC)

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ED 399 348

P R O J E C T

Attainment of
Competent
Career
Employment
$kills for
$uccess

School-To-Work Replication Guide

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CENTRAL OKLAHOMA AREA VOCATIONAL TECHNICAL SCHOOL
Drumright, Oklahoma • Sapulpa, Oklahoma

BEST COPY AVAILABLE

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Enclosed is the Project ACCESS - Attainment of Competent Career Employment Skills for Success - Replication Guide. ACCESS is Central Tech's School-To-Work Transition Program. The Replication Guide covers activities that have been implemented and refined over a three-year period.

The Replication Guide is organized according to the Central Oklahoma Area Vocational-Technical Model displayed on page 17. Examples of forms and letters used in the management of Central Oklahoma Area Vocational-Technical School's programs are included in the Guide. The following items are enclosed separately for your use.

- Visions Newsletter, page 23
- Summer Camp Brochure, page 24
- Senior Scholarship Brochure, page 33
- Consumer Information Handbook, page 34
- Tech Prep Brochure, page 55
- Central Tech Student Job Placement Card, page 57
- Pocket Resume
- Implementing a Local School-to-Work Partnership: A List of Suggested Activities
- The ABC's of the Oklahoma School-to-Work System: A Glossary of Terms

Thank you for your interest in our ACCESS School-to-Work Program. Please give us a call if we can be of further assistance.

Sincerely,

Judy Robinson

Judy Robinson
Assistant Superintendent

LaDonna Gear

LaDonna Gear
Student Services Coordinator

JR/LG:dt
encls:multi

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Table of Contents

Central Oklahoma Area Vo-Tech Mission Statement

Preface

U.S. DEPARTMENT OF EDUCATION'S
OFFICE OF VOCATIONAL AND ADULT EDUCATION 1992 PUBLICATION:
What We Must Do To Get Students Ready -
A Blueprint for a School-to-Work System

School to Work Transition Programs 1

What Are Key Components of a School-To-Work Transition Program? 2

Examples of School-To-Work Transition Programs 2

What Support Does the Perkins Act Provide for School-To-Work Transition Efforts? 3

How Can One Learn More About School-To-Work Transition Programs? 4

Getting Young People Ready for Work 5

The National Education Goals 7

Insist on the Essentials 8

Provide Career Information 9

Offer A Variety of Learning Options 10
- Tech Prep 11
- Youth Apprenticeships 11
- Cooperative Education 12
- School-Based Enterprises 12
- Career Academies 12
- Vocational-Technical Schools 13
- Vocational Student Organizations 13

Follow Up With Certification & Support 14

Here's What You Can Do - A School-To-Work Checklist 15

For More Information... 15a

PROJECT ACCESS DESCRIPTION 16

COAVT MODEL 17

RECRUITMENT 18

8TH GRADE CAREER EXPLORATION PROGRAM 18
Samples:
Letter to Schools 19a
Career Exploration Workshop Letter To Parents 19b
Talking with Your Teenager about Your Career 19c-d
Parents Are the Master Key info sheet 19e
Pre-Enrollment Student Letter 19f

CAREER PLANNERS 20
Sample: Business Cluster - Plan of Study 20a-d

SOPHOMORE VISITATION 21
Samples:
Tenth Grade Student Career Survey 21a
Memorandum to School Counselors 21b
Sophomore Visitation Survey 21c
Follow-Up Letter 21d
Thank You Card (in your packet of information)

HIGH SCHOOL CAREER DAYS 22
Samples:
Information For Career Day Business and Industry Guests 22a
Letter to Principals 22b
Letter to Counselors 22c
Letter to Students 22d
Career Day Program 22e

PUBLIC RELATIONS 23
Sample: Visions (in your packet of information)

SUMMER CAMP 24
Sample: Brochure (in your packet of information)

ASSESSMENT 25
- *Sample:* Enrollment Criteria 28a

- INTEREST INVENTORY 26
  - Career Search 26
- APTITUDE 26
  - BETA 26
  - Differential Aptitude Test (DAT) 26
  - Learning Styles 27
- ABILITY 27
  - Test of Adult Basic Education (TABE) 27
  - PRE-GED 27
- CAREER GOALS 28

ADVISEMENT 29

- STUDENT INTERVIEWS 29

- INTERPRETATION OF ASSESSMENT 30

- SCHOOL POLICIES AND PROCEDURES 31
  - *Samples:*
  - Attendance Conference Record form 32a
  - Student Handbook Table of Contents 32b-d

- PROGRAM PLACEMENT 33
  - Senior Scholarship 33
  - *Sample:* Brochure (in your packet of information)

- FINANCIAL AID 34
  - *Sample:* COAVT Consumer Information Handbook (in your packet)

- ARTICULATION/COOPERATIVE ENROLLMENT 35
  - *Samples:*
  - Tip Sheet for Cooperative Enrollment, Articulation & Tech Prep 35a
  - Transcript of Permanent Record 35b

COUNSELING & GUIDANCE 36

- PARENTAL INVOLVEMENT 37
  - *Sample:* Progress Report and Deficiency Report 37a

- SCHOOL COUNSELORS 38

- LOCAL SERVICE 39
  - Project GRADS - Guidance in Retaining Adolescent Dropouts 39
  - Single Parent/Displaced Homemaker Program 40
  - Careers Unlimited 40

- CRISIS INTERVENTION 41

CURRICULUM 42

SEQUENTIAL COURSES 42
Samples:
Articulation/Cooperative Enrollment Course Listing 42a-c

INTEGRATION OF ACADEMIC SKILLS 43

OCCUPATIONAL COMPETENCIES 44

STATE OF THE ART EQUIPMENT 45

SKILL DEVELOPMENT 46

Technical Related Skills Lab (TRSL) 46
Samples: Scenario Problems 46a-b

BUSINESS & INDUSTRY ADVISORY COMMITTEES 47
Purpose of an Advisory Committee 47
Length of Membership 47
Functions of an Advisory Committee 48
Responsibilities of a Program Advisory Committee Member 48

EFFECTIVE INSTRUCTION 49
Minimum Criteria for Effective Teaching Performance 49

COMPETENCY TESTING 51

VOCATIONAL STUDENT ORGANIZATIONS / LEADERSHIP DEVELOPMENT 52
Vocational Industrial Clubs of America (VICA)
Distributive Education Clubs of America (DECA)
Health Occupations Students of America (HOSA)
Future Business Leaders of America (FBLA)
Phi Beta Lambda (PBL)
National Vocational-Technical Honor Society

Sample: Recruitment Poster 54L

EMPLOYABILITY SKILLS CENTER 53
Academic Upgrade 53
Basic Skills 53

JOB READINESS CURRICULUM 54
Samples:
Job Readiness Class Attendance Roster 54a
Job Readiness Workshop Outline 54b
Top 27 Occupational Survival Skills 54c
Student Resume 54d-e
References Worksheet 54f
Resume Worksheet 54g
Common Interview Questions 54h-i
Questions You Could Ask During An Interview 54j
Job Readiness Workshop Evaluation 54k

APPLIED LEARNING 55

TECH PREP (in your packet of information) 55

ON-THE-JOB-TRAINING 56
Samples:
Memorandum of Training Plan for Secondary Students 56a
OJT Training Plan 56b
Memorandum of Training Plan for Adults 56c
OJT Training Plan 56d
Employer Rating of Student's On-The Job Training 56e
Student On-The-Job Training Rating Scale 56f
Instructor Rating of Student 56g

JOB PLACEMENT 57

Samples:
Industry Visit Form 57a
Central Vo-Tech Student Job Placement Card (in your packet)

FOLLOW-UP SERVICES 58

Samples:
Employer Rating of Employee 58a
Employee Rating Scale 58b

APPENDIX

JOB DESCRIPTIONS OF *PROJECT ACCESS* PERSONNEL 59

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"If an education service provider uses funds under a program subject to Section 439 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232h) to adopt this project, the education service provider must comply with Part 96 of Title 34 of the Code of Federal Regulations (Student Rights Research, Experimental Programs and Testing) which contains the regulations implementing that section of GEPA."

Manual Printed, 1995

OUR CORE VALUES

SUPPORTIVE
"We provide an environment which is friendly, caring and supportive."

INNOVATION
"We believe that innovation is necessary to continually improve our services."

QUALITY
"Central Tech is committed to providing quality products and services to its customers."

CUSTOMER SATISFACTION
"We prepare our clients with usable skills to assure customer satisfaction."

TEAM PLAYERS
"We work as a team to achieve our organizational goals."

VISION

CENTRAL TECH is to be known as a dynamic organization that provides opportunities for success in a global economy based on a continuous quest for excellence.

* * *

MISSION

CENTRAL TECH is to provide quality Vocational-Technical Education, Training and related services to students and Business-Industry within our district.

PREFACE

As an integral part of the vocational-technical educational effort, Central Oklahoma Area Vocational Technical School (COAVT) was established to serve a comparatively large audience to include secondary students, post-secondary students, adults in preparatory and up-grading skill programs, on-the-job trainees, and other members of the business and industry complex.

Project ACCESS (Attainment of Competent Career Employment Skills for Success) is designed to demonstrate the effectiveness of a model School-To-Work Transition program. The project is located at Central Oklahoma Area Vocational Technical School (COAVT), which serves secondary students from 17 independent and 8 dependent school districts as well as adult students from this area. COAVT has campuses in Drumright and Sapulpa, Oklahoma, and offers training in 23 occupational areas. The COAVT program has been designated as **first** in the Oklahoma Vocational Technical Education system in the numbers of students who complete a program of instruction as well as **first** in the placement of program completers.

Project ACCESS received funding in September, 1992 to evaluate, demonstrate and disseminate COAVT's exemplary comprehensive school-to-work transition system to other educational service providers, the private sector and the U.S. Department of Education.

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Susan Parker, Dissemination

BRINGING *PROJECT ACCESS* TO YOUR SCHOOL

This Replication Guide covers activities that were implemented and refined over a three year period. If your school is interested, specific activities should be identified to fit your district's needs and circumstances. To be effective all areas do not have to be initiated at the same time. Figure 1, COAVT Model, provides an overview of the scope of ***ACCESS*** components.

See Figure 1, pg 17

Pages 1 through 15 are reprinted from
the U.S. Department of Education's
Office of Vocational and Adult Education
1992 publication:

Here is WHAT WE MUST DO *at school* TO GET *our* STUDENTS READY *for work.*

Blueprint
for a
School-to-Work
System

U.S. Department of Education

OFFICE OF VOCATIONAL AND ADULT EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
INFORMATION RESOURCE CENTER

SCHOOL-TO-WORK TRANSITION

WHAT ARE SCHOOL-TO-WORK TRANSITION PROGRAMS?

School-To-Work transition programs help young people progress smoothly from school to work by making the connection between one's education and career clear. The best school-to-work programs connect work and learning. Examples of school-to-work programs include: **1) cooperative education, 2) school-based enterprise programs, 3) vocational academics, 4) Tech-Prep programs, and 5) youth apprenticeship.**

WHY ARE SCHOOL-TO-WORK TRANSITION PROGRAMS IMPORTANT?

Each year, one million Americans begin high school, but less than half of them go on to college, and less than 20 percent graduate from college with a baccalaureate. By the year 2000, 52 percent of jobs will require more than a high school diploma, but less than a college degree. Therefore, the majority of young people will benefit from a school-to-work transition program that enables them to master academic and occupational skills for jobs requiring high skills and paying high wages -- but not requiring a college degree.

WHAT IS VOCATIONAL-TECHNICAL EDUCATION'S ROLE?

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 has two main purposes. The first purpose is to make the United States more competitive in the world economy. the second purpose is to develop a work force with the skills needed to work in a technologically advanced society. The Perkins Act supports school-to-work transition programs as a means to achieving the act's two purposes.

Vocational-technical education is making a significant contribution to the development of a world class work force. School-to-work education programs use state-of-the-art equipment and technologies to produce graduates who are mature, responsible, and ready to find --and hold-- a position in the changing workplace. Participants learn skills in the liberal and practical arts as well as in basic academics (including literacy instruction in the English language) and intense technical preparation.

WHAT ARE KEY COMPONENTS OF A SCHOOL-TO-WORK TRANSITION PROGRAM?

Four principles form the foundation for an effective school-to-work transition program. School-to-work programs:

1. Motivate youth to stay in school, graduate and become productive citizens;
2. Enable students to achieve high academic achievement levels;
3. Link classroom curriculum to worksite experience to help students understand the importance of learning skills needed in the workplace; and
4. Lead to initial employment, continued employment, and lifelong learning.

An effective school-to-work transition program begins with a strong career guidance component for students which eases their school-to-work transition by guiding them into the education and training they need to follow the career path they choose. An effective school-to-work program provides different instructional settings in order to accommodate students' different learning styles. An effective school-to-work program offers follow-up services including occupational certification, job placement services, and evaluation of program and participant progress.

WHAT ARE EXAMPLES OF SCHOOL-TO-WORK TRANSITION PROGRAMS?

The Council of Chief State School Officers through its "Connecting School and Employment" priority is funding five states to achieve success for at-risk youth: California, Maine, Minnesota, West Virginia and Wisconsin. The U.S. Department of Labor funds ten National Youth Apprenticeship 1992 Demonstration Sites including:

California - Scripps Ranch High School
Oakland Unified School District
Florida - Seminole County School District with Siemens Stromberg-Carlson
Georgia - Middle Georgia Technical Institute
Gwinnett County Schools
Illinois - State Board of Education
Massachusetts - Boston Private Industry Council
Michigan - Flint Board of Education
Ohio - Toledo Area Private Industry Council
Oklahoma - Craftsmanship 2000, Inc.

WHAT SUPPORT DOES THE PERKINS ACT PROVIDE FOR SCHOOL-TO-WORK TRANSITION EFFORTS?

Under the Carl D. Perkins Vocational and Applied Technology Education Act, vocational-technical education is expanding its role in helping students make the transition from school-to-work., The law emphasizes partnerships among education, business, industry, labor, community-based organizations or governmental agencies, integration of academics and vocational-technical curricula, and Tech-Prep programs that use applied academics and coordinate secondary vocational-technical education programs with two-year postsecondary occupational instruction. For information about school-to-work transition initiatives in your state, please contact your State Director of Vocational-Technical Education.

Under Perkins, the Cooperative Demonstration Program (CFDA #84.199E) funds projects that demonstrate examples of successful cooperation between the private sector and public agencies to assist vocational-technical students in attaining the advanced level of skills needed to make the transition from school to productive employment. In fiscal year 1992 $2,500,000 funded nine sites. The grantees are:

California - East San Gabriel Valley
Colorado - Boulder Valley School District RE2
DC - National Alliance of Business
Florida - Valencia Community College
Kentucky - Jefferson County Public School
Oklahoma - Central Oklahoma Area Vocational Technical School
Texas - El Paso Community
Wisconsin - Wisconsin Department of Administration
Milwaukee Area Technical College

>>>> **FOR INFORMATION:**
Office of Vocational and Adult Education
U.S. Department of Education
Washington, D.C. 20202-7241
(202) 205-5440

OFFICE OF VOCATIONAL AND ADULT EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
INFORMATION RESOURCE CENTER

How Can One Learn More About School-To-Work Transition Programs?

Office of Vocational & Adult Education
U.S. Department of Education
Washington, DC
(202) 205-5451

Office of Work-Based Learning
U.S. Department of Labor
Washington, DC
(202) 219-5281

American Association of Community Colleges
Washington, DC
(202) 728-7850

American Vocational Association
Alexandria, VA
(703) 683-3111

Council of Chief State School Officers
Connecting School & Employment Priority
Washington, DC
(202) 408-5505

Educational Resources Information Ctr (ERIC)
for Adult, Career & Vocational Education
The Ohio State University
Columbus, OH
(614) 292-4353, (800) 848-4815

Educational Resources Information Ctr (ERIC)
National Clearinghouse on Literacy Education
Center for Applied Linguistics
Washington, DC
(202) 429-9292

Jobs for the Future
Student Apprenticeship News
Cambridge, MA
(617) 661-4311

Mathematica Policy Research, Inc.
Evaluation of the State-Administered
Tech-Prep Education Program
Princeton, NJ
(609) 799-3535

National Alliance of Business
Washington, DC
(202) 757-0040

National Center for Research in
Vocational Education
University of California
Berkeley, CA
(800) 762-4093

National Tech-Prep Clearinghouse
of Resources
National Network for Curriculum Coordination
Sangamon State University
Springfield, IL
(217) 786-6375

National Tech-Prep Network
Center for Occupational Research &
Development
Waco, TX (800)231-3015

Southern Regional Education Board
State Vocational Education Consortium
Atlanta, GA
(404) 875-9211

U.S. Chamber of Commerce
Washington, DC
(202) 659-6000

W.T. Grant Foundation
Washington, DC
(202) 775-9731

WHAT WE MUST DO
TO GET STUDENTS READY

A Blueprint for a School-to-Work System

U.S. Department of Education

GETTING YOUNG PEOPLE READY FOR WORK ...

...should never be the sole thrust of school. But for many practical reasons, it is *terribly* important. More so today than ever before! Why? It's so simple. Every year in America, more than one million teens start high school. But as soon as they do, most can't wait to graduate. Far too many *don't*. Three out of ten quit school well before graduation. Fewer than half who finish go on to college.

The problem is - too many of our students just don't see the *relevance* of school. Try as they might, they simply cannot connect long, dreary hours of books, assignments, drills and tests with what, for them, is the real world "out there." They long to move on to where "the action is"...make money...get on with their lives.

Seldom do fresh-from-school youngsters with limited academic and technical skills connect with anything but minimum-wage chore jobs. *Good* jobs often require some post-secondary training or, in that frustrating catch-22 sense, "...several years of work experience!"

Yet jobs *are* available - even for high-school graduates - that pay well and provide opportunities for growth, responsibility and personal fulfillment. In fact, the number of desirable work opportunities grows each year.

But employers look for candidates who have actual work experience, perform well on teams, know how to operate computers and sophisticated equipment, are able to solve problems and exercise personal initiative. What they generally find are young people who are sadly short on qualifications for all but the most menial jobs.

As a result, far too many of our youth are dead-ended before they even get started. Since the workplace is undergoing a dramatic restructuring, we must worry that they will experience even more difficulty than before in finding work to sustain themselves and their families. In the face of these changes, we cannot afford to have our schools continue teaching the same things the same way.

Parents, educators, employers - *anyone* concerned for the future of America - can find hope in our country's six National Education Goals. Included among them is the pledge that *all* citizens of working age - with the need or desire for employment - *will* have the skills needed to get, and hold, good jobs.

17

Today, thousands of communities are working to reach the National Education Goals because they understand that better schools are stronger communities are the key to their future. All of them have accepted the four-part challenge to become AMERICA 2000 communities. They are adopting the goals, developing their own community-wide strategies to reach those goals, devising report cards to monitor progress, and planning for at least one New American School. Theses communities know that reaching the goals will mean starting from scratch and reinventing almost every element of education.

More an more communities are changing how they help students prepare for the move from school into the workplace. For too long, students have not been prepared for the demands of the real world and have not been given enough help in making that difficult move.

That's why many communities are developing innovative ways to improve the transition from school to work, and why the U S Department of Education encourages more of these efforts.

We invite you to join this effort. First, see what we must do at school to help out students get ready for good jobs...for careers...for successful, productive lives. then, do all you can to see these things happen in *your* schools...at *your* places of employment... and throughout *your* community.

Betsy Brand
Assistant Secretary
Office of Vocational and
Adult Education

THE NATIONAL EDUCATION GOALS
(In Brief)

By The Year 2000...

1. *All* children in American will start school *ready to learn.*

2. The high school graduation rate will increase to *at least 90 percent.*

3. American students will be *competent in the core subjects.*

4. U.S. students will be first in the world in science and mathematics achievement.

5. Every adult American will be literate and *possess the skills necessary to compete in world economy.*

6. Every school will be *safe and free of drugs.*

Insist on THE ESSENTIALS

We know what makes schools effective. Good schools are *safe* schools, free from drugs and violence.

Good schools are run by strong principals with specific goals that are promoted energetically among faculty, students and parents.

Good schools provide students with a solid grounding in core subjects such as mathematics, science, English, history and geography.

In the best schools, teachers and administrators work hard to involve parents in their children's education, and hold themselves accountable for *results* which are shared with parents on a regular basis.

Above all, the most effective schools have *high expectations* and standards for students - the underlying assumption is that *every* student can learn.

But even with all of these characteristics, there is still something missing. Schools need to have a strategy in place that recognizes that students learn in different ways, that they need to see the connection between what they are learning and the value it holds in their lives.

A School-to-Work system is a new essential - one that will help reduce dropout rates, counter the decline of qualified, capable workers and help all students - including the large majority who do not go on to four-year colleges - to plan...enthusiastically...for their own futures.

Every School-to-Work system should be guided by four basic principles:

1. HIGH STANDARDS

All should be designed to encourage high academic standards.

2. STAY IN SCHOOL

All should be designed to encourage young people to stay in school and become productive, self-reliant citizens.

3. LINK WORK AND LEARNING

All should link classroom curriculum to work-site experiences and emphasize lifelong learning.

4. EMPLOYMENT AND CAREERS

All should enhance students' prospects for employment...on a path that provides significant opportunity for continued education, a broadening of personal horizons, and ongoing career development.

It is important, in all of this, to keep priorities straight. During teen years the emphasis should be on *learning*, not on working. Part-time jobs should not detract from lessons and skill-building. Getting paid should never supersede the importance of acquiring knowledge and experience new, lifelong career possibilities.

Provide CAREER INFORMATION

One thing all schools should do - is help students become familiar with and sort through various career options.

If there is a key to forging the connection between school and work, it lies in providing **career counseling** throughout the school years. Yet career guidance is one of the most neglected areas in American schools today. While counselors assist students in the selection of classes, few can link these to the broad range of career possibilities. Rather than specializing - as college advisors, class schedulers or remedial programmers -*all* high school counselors should become *career* counselors. And, each should work with a mix of students - some college-bound, some planning for specialized vocational training, others unsure.

Starting in the earliest grades, classroom lessons should incorporate **information about careers**. Language, math, science should be taught with an emphasis on how people really *use* this knowledge on a daily basis.

Every high school should have its own **Career Resource Center** with printed, computerized and video information about the work of work. The *Career Information Delivery System (CIDS)*, an electronic data base which is available to school districts throughout the United States. is filled with accurate, up-to-date local and national information about employment possibilities - including job descriptions, typical wages and benefits, labor market demand and skill standards. CIDS lists places that offer the training required for various jobs and notes sources of financial aid. It serves more than seven million people annually at more than 18,000 sites.

And while no *test* should ever dictate one's career direction, **career-interest inventories** and **aptitude assessment profiles** are available that enable counselors to introduce students to promising vocational options and guide them in directions best suited to their interests and abilities.

Students, in turn, need to access to these same tools as they develop their own **personal career portfolios** to use as road maps for their future. These folders - complete with notations of skills, hobbies, talents and personal goals, as well as lists of classes relating to short-term interests of long-term possibilities-should accompany them from one grade to another and from school to school. Included, too, should be records of work experiences, extra-curricular activities, training programs and significant accomplishments...*anything* that clarifies interests, preferences and job or career possibilities. Students should be encouraged to review and update these files regularly.

Since young people change their minds many times, their early interests must not lock them to particular occupational directions and exclude them from others. But what *is* important is that, somewhere along the way, they begin to develop *some* career-related focus.

Offer A VARIETY OF LEARNING OPTIONS

With regard to school, students need to know they have solid options that will qualify them to go to work directly out of school *or* move on to higher levels of education and training.

For years, the nation's secondary school agenda has been characterized by an either/or split between academics and vocational education. College-bound students were guided to courses needed to meet college or university entrance requirements.. vocational students took courses to prepare for a variety of technical careers, but the reputation of these programs suffered because challenging academic subject matter was not included. And the largest group of students, unsure of their direction, was left to drift along on what educators refer to as "the general track" consisting of watered-down academic and vocational courses offering little preparation for either further academic study or the world of work.

College-prep has been viewed for too long as the only meaningful option. But it does not take into account students who are interested in pursing a variety of technical careers - or who learn by doing.

It's time to stop viewing school in this limited sense. All students can master challenging academic material, but most need to learn math, science or history in context - in a real-world setting, where the principles and ideas are applied to everyday problems and solutions.

Communities around the country are experimenting with programs that provide challenging academics, allow students to learn in context and give them the opportunity to explore and prepare for careers. The successful ones depend on collaboration among academic and vocational teachers, students, parents, employers and community leaders.

The goal is to provide students with options that will help them learn and gain the skills needed to compete in our changing world. Consider the many additional options:

TECH-PREP

Tech-Prep combines academic studies with job-related learning within a plan that usually links the final two years of high school with two additional years of college. People from industry join high school and community college teachers to develop curriculum, teach lessons and monitor students in school and at the work site. The carefully sequenced curriculum integrates high-level math, science, language and social studies with enough occupational training to qualify them for technically demanding employment positions or advanced schooling.

In many programs, students progress at their won speed. After mastering basic competencies, they can move on to college-level courses even while still in high school. Sometimes they receive wages for on-the-job time. Diplomas are awarded upon completion of the high school half of the program. Associate degrees and certification in various occupational fields are granted upon completion of the final half of their studies.

With the help of federal dollars for qualified programs, Tech-Prep is one of the fastest growing curriculum innovations in the United States today.

YOUTH APPRENTICESHIPS

Youth Apprenticeships represent a new twist to the long standing partnership between business and labor unions seeking to train skilled workers in the construction and metal trades.

This newest school-to-work option is designed to expose students to work-day realities in areas such as health care, banking, insurance, law, hospitality and retailing - while they are still in high school. Employers or labor/management groups play a major role in setting up these programs. Participants spend part of each school week at their respective work sites,m the rest back in the classroom.

Students are generally treated as regular employees, with work assignments that contribute to the main-line flow of the employer's business. The on-the-job emphasis is on active learning but the intention is to provide much more than routine job training. Students see the need for strong writing, speaking and reasoning abilities, and for knowing mathematical, technical and scientific principles. Their job-site employee-mentors help them develop the social skills and work attitudes so necessary for success in any employment situation.

These temporary employment connections give students a chance to try out actual working situations and gain actual job references for their resumes prior to graduation. They receive high school diplomas and the particular certificates of mastery which quality them for direct employment out of high school. Many go on to community colleges to obtain associate degrees in their respective fields.

COOPERATIVE EDUCATION

Cooperative Education is another well regarded approach that links school with actual on-the-job experience. While similar in many ways to apprenticeships, Co-op Ed programs are usually organized and administered by schools rather than by employers or labor-management groups. Students who enroll in this program receive one or two introductory courses before being placed in temporary jobs related to personal career choices; teachers and employers work together to ensure that the participants learn and perform job tasks in accordance with their mutual expectations. Schools will generally make accommodations for teachers to have opportunities to visit students' job sites and review their progress with working supervisors. Students often find their own jobs, but schools also obtain placements and employers frequently come forward with listings of part-time openings.

SCHOOL-BASED ENTERPRISES

School-Based Enterprises are individual or sequenced high school courses set up as actual student-run businesses. Sandwich shops, bookstores, print shops, child carte centers, plant nurseries...even auto repair service centers or construction programs in which students build boats, houses or other items which are then sold...are among the more notable examples. Students study the business side of their operations as they develop particular occupational skills. Profits generated by these enterprises are funnelled back into the program or paid to them as wages. These student-run programs usually generate a sense of pride and responsibility among participants and the community.

CAREER ACADEMIES

Career Academies are special focus programs in which academic and vocational instructors collaborate around a single theme. Most are schools-within-schools, but often these programs encompass the entire school. Military academies and parochial and private prep schools are long-familiar versions of the focus school concept, but the trend now is to the popular magnet programs organized around various career aspirations. Most are operated at the high school level, but special focus programs are also being introduced at elementary and junior high schools.

Often assisted by advisory boards made up of qualified representatives of the featured career theme, individual schools develop concentrated programs in the arts, commerce, science and technology, electronics, languages and environmental science.

These programs engender a tremendous sense of community among students, teachers and outside instructors who share a core of common values and enthusiasm for the academy theme. Because students work with the same teachers over the course of the extended program, instructors become more directly involved with their students' individual progress...and success.

These special focus schools are favored among parents, students and employers because they teach *particular* things extremely well.

VOCATIONAL-TECHNICAL SCHOOLS

Vocational-Technical Schools are specialized schools. Today they generally offer high quality technology education which combines hands-on skill-building with substantive courses that *open*, rather than foreclose, learning options. Graduates come away with marketable employment skills *and* levels of academic qualification which allow them to choose among high-demand careers or pursue additional education. Today's vocational-technical programs generally include actual state-of-the-art work experience along with classroom training. Because of close connections with local businesses, these schools have great success in helping graduates connect with desirable employment opportunities.

VOCATIONAL STUDENT ORGANIZATIONS

Vocational Student Organizations (VSOs) present well over a million students each year with entrepreneurial insights into a wide range of career options. In addition to sharpening particular vocational skills, these clubs provide focused leadership training. VSOs are sanctioned by national organizations; their non-credit programs are structured to fit junior high through post-secondary school contexts. Local groups gain tremendous momentum when business and industry advisors become involved. The more familiar of these organizations introduce young people to career perspectives in marketing, health care, business, technical occupations and agriculture.

(See Descriptions, page 52)

Follow up with CERTIFICATION & SUPPORT

Diplomas mark the successful completion of high school. But just as colleges require transcripts and aptitude tests as prerequisites for enrollment, so do employers want a definite indication of a student's readiness for work. Certifying graduates in terms of the particulars of what they have learned and what they are able to do is a more effective way to acknowledge their abilities relative to various employment opportunities.

For certification to be meaningful, school should first learn what employers require of graduates in the way of job-related qualification. They can then tailor classes accordingly and, when students complete programs and demonstrate specific capabilities, can award Certificates of Competence or letters of Qualification in various career categories.

Students, in turn, should learn how to **apply for employment**...how to identify prospective employers, develop resumes and present themselves appropriately at job interviews. Classes that help them connect with desirable jobs should be part of every school-to-work agenda.

One more element that ensures the transition from school to desirable employment - is **job placement assistance**. To fulfill this requirement, someone should contact employers, list jobs, screen candidates and sen them off to interviews. High schools should coordinate placement services with one another and with local community colleges to avoid burdening employers with an army of competing job developers. Many contract with local employment agencies or with community-based organizations.

Finally, no school-to-work system is complete without **evaluation and follow-up** - to determine if students are gaining academic *and* vocational skills...if they are getting *and holding* career-related jobs with real opportunities for advancement. This assessment process should monitor student drop-out rates, and should measure such factors as attendance, punctuality and positive attitudes - all of which are important considerations in the world of work. To do this effectively, schools should keep in touch with students well after graduation. Some follow all students, graduates and dropouts alike; others maintain contact with only a sampling of their graduates.

Schools that publish this tracking data in "report cards" to parents, and in course catalogs, encourage students to choose among programs on the basis of academic achievement scores, job or college placement records, completion or graduation rates, or job earnings after graduation. By knowing how prior graduates have done, students and parents can make better choices about which schools to attend and which courses to take.

Here's WHAT YOU CAN DO

Start by comparing what is available at your school with the elements of a high quality School-to-Work system. Effective School-to-Work systems have most of the following components:

- ☐ Specific goals...endorsed and supported by parents and the employer community;
- ☐ A strong grounding in core subjects--mathematics, science, English, history and geography;
- ☐ High expectations for students combined with a belief that *all* children can learn and succeed;
- ☐ Direct and active involvement of local employers in career guidance, curriculum development, work-site teaching, skills certification and job placement;
- ☐ *All* school counselors trained and qualified to provide career guidance;
- ☐ At every grade level, lessons that show how what is taught applies to the world of work;
- ☐ A Career Resource Center with up-to-date information about wide-ranging career opportunities;
- ☐ Proper and frequent use of vocational interest and aptitude tests;
- ☐ A commitment to encourage all students to develop personal career plans;
- ☐ Competency-based programs which allow students to progress at their own speed and graduate when they demonstrate a mastery of required job skills;
- ☐ Focus Schools (or schools-within-schools) with particular missions or career-vocation themes;
- ☐ A Tech-Prep program that connects high school courses with two-year college technical training;
- ☐ Other career-related learning options--youth apprenticeships, cooperative education, school-based enterprises, vocational student organizations;
- ☐ Certification of students based on demonstrated competencies relative to skill standards endorsed by employers;
- ☐ Job placement services which connect students with part-time, summer or full-time job opportunities; and,
- ☐ On-going monitoring and evaluation of students' success in moving on to meaningful employment or additional education.

FOR MORE INFORMATION...

- America's Choice: High Skills Or Low Wages! Commission on the Skills of the American Workforce, National Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY, 14614, phone: 716-546-7620; fax: 716-546-3145.

- Career Information Delivery System (CIDS), computerized data base of job-related information, National Occupational Information Coordinating Committee, Washington, D.C., 202-653-5665.

- *Combining School And Work: Options in High School and Two-Year Colleges*, Office of Vocational and Adult Education, U.S. Department of Education, Washington, D.C., 20202-7100, 1991, 202-205-5451.

- *Hands and Minds: Redefining Success in Vocational Technical Education*, Education Writers Association and William T. Grant Foundation, Commission on Youth and America's Future, Washington, D.C., 1992, 202-429-9680.

- Hull, Dan and Parnell, Dale, *Tech Prep Associate Degree: A Win/Win Experience*, The Center For Occupational Research and Development, Waco, Texas, 1991, 1-800-231-3015.

- *Portraits of Excellence: The Secretary's Awards for Outstanding Vocational-Technical Education Programs*, Office of Vocational and Adult Education, U.S. Department of Education, 400 maryland Avenue, S.W., Washington, D.C. 20202-7100, October, 1992, 202-205-5451.

- *Real Jobs for Real People, An Employer's Guide to Youth Apprenticeship*, National Alliance of Business, 1201 New York Avenue, NW, Suite 700, Washington, D.C. 20005, 202-289-2917.

- Rosenbaum, James E. et al., *Youth Apprenticeship in America: Guidelines for Building an Effective System*. William T. Grant Foundation Commission on Youth and America's Future, Washington, D.C. 1992.

- *School-to-Work Connections: Formulas for Success*, U.S. Department of Labor, Employment and Training Administration, Office of Work-Based Learning, 200 Constitution Avenue N.W. N-5626, Washington, D.C. 20210, 202-219-5218.

- *Vocational Education for The 21st Century*, National Dropout Prevention Center, Clemson University, Clemson, South Carolina, September, 1992, 803-656-2599.

- Youth Apprenticeships, Office of Work-Based Learning, Employment and Training Administration, U.S. Department of Labor, 200 Constitution Avenue N.W., Room N-4649, Washington, D.C., 20210, 202-535-5281.

For additional information about developing a School-to-Work system in your community, contact:

Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7100
Phone: 202-205-5451

PROJECT ACCESS DESCRIPTION

Project ACCESS (Attainment of Competent Career Employment Skills for Success), was selected to enable Central Tech to demonstrate the effectiveness of its existing, exemplary school-to-work model. Figure 1 provides a visual presentation of the Central Tech School-To-Work Transition Program.

See Figure 1, pg 17

Strategies include recruitment, assessment, advisement, counseling and guidance, curriculum and skill development. Each of these activities is designed for enhancing the student's employability skills and lead to job placement. These strategies have been developed over the past decade and are based upon recommendations from effective school practices as well as from information from the private sector.

Secondary students who choose the COAVT option for their 11th and 12th grade years attend classes at the 17 area high schools for 3 hours each day. They are transported from their sending schools to COAVT for 1/2 day of vocational-technical training which provides state-of-the art equipment in realistic workplace settings. Adult students may attend COAVT 1/2 day or all day.

COAVT monitors the demands of the private sector in order to prepare workers with skills specific to particular vocations as well as with more generalized skills that prepare the student for the world of work.

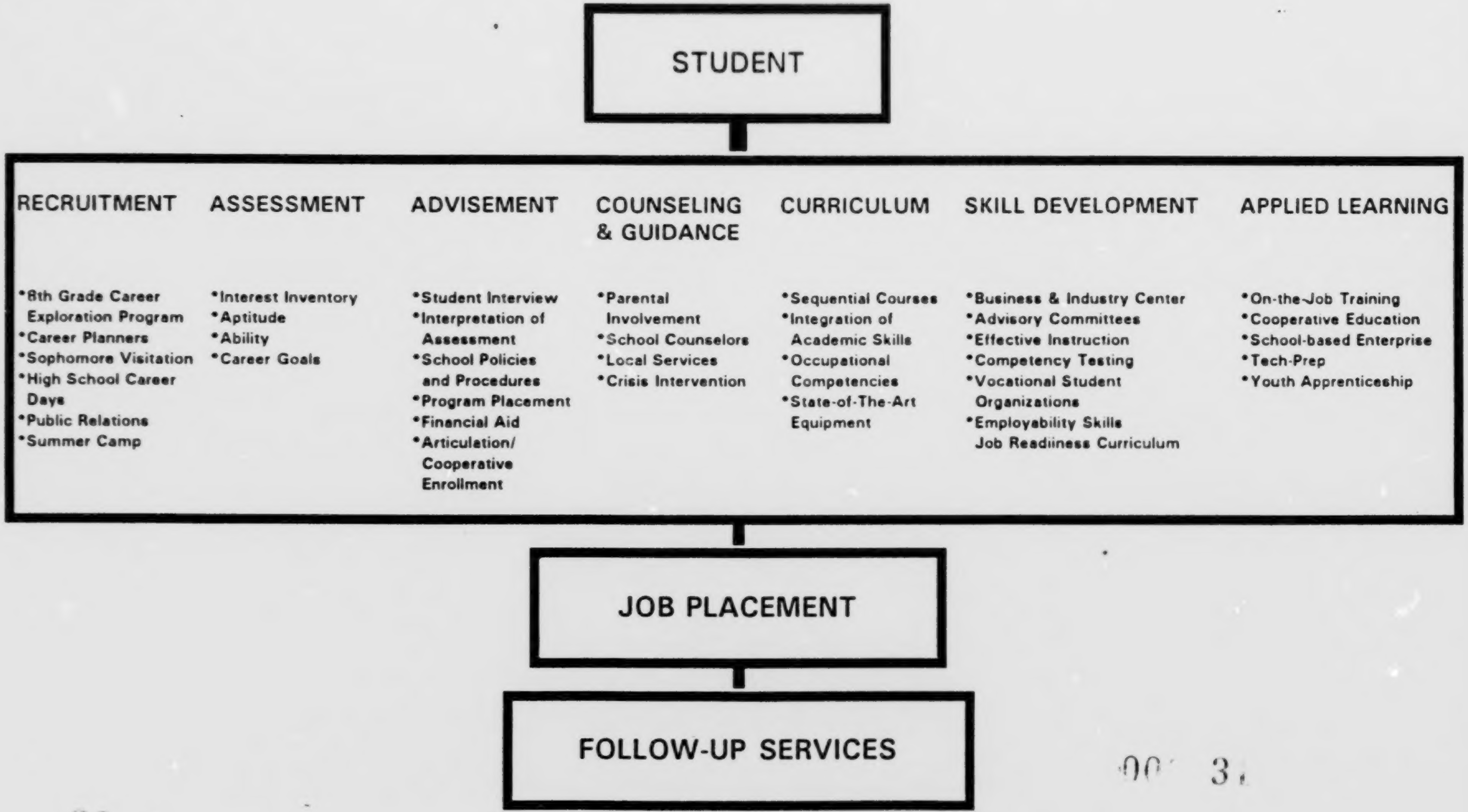
Central Tech was selected for this grant because of the 1992 graduates' outstanding success in the following areas:

- 84% of students who enroll, complete their program.
- 77.68% of program completers have successful job placement.
- 63.19% employed in their field or related occupations.
- 2.69% were in the military.
- 9.8% were continuing education.
- Central Tech operated at 86% of enrollment capacity.
- 92% of Central Tech students who took national or state licensing or certification tests passed.
  These tests included:
  - National Council Licensure Examination Practice Nurse
  - National Registry for Nurse Assistance
  - American Association for Medical Personnel
  - National Phlebotomy Certification
  - Oklahoma State Board of Cosmetology Examination
  - Oklahoma State Merit Exam

Figure 1

CENTRAL OKLAHOMA AREA VOCATIONAL TECHNICAL SCHOOL

SCHOOL TO WORK TRANSITION



STUDENT

RECRUITMENT
- 8th Grade Career Exploration Program
- Career Planners
- Sophomore Visitation
- High School Career Days
- Public Relations
- Summer Camp

ASSESSMENT
- Interest Inventory
- Aptitude
- Ability
- Career Goals

ADVISEMENT
- Student Interview
- Interpretation of Assessment
- School Policies and Procedures
- Program Placement
- Financial Aid
- Articulation/ Cooperative Enrollment

COUNSELING & GUIDANCE
- Parental Involvement
- School Counselors
- Local Services
- Crisis Intervention

CURRICULUM
- Sequential Courses
- Integration of Academic Skills
- Occupational Competencies
- State-of-The-Art Equipment

SKILL DEVELOPMENT
- Business & Industry Center
- Advisory Committees
- Effective Instruction
- Competency Testing
- Vocational Student Organizations
- Employability Skills Job Readiness Curriculum

APPLIED LEARNING
- On-the-Job Training
- Cooperative Education
- School-based Enterprise
- Tech-Prep
- Youth Apprenticeship

JOB PLACEMENT

FOLLOW-UP SERVICES

BEST COPY AVAILABLE

RECRUITMENT

* 8TH GRADE CAREER EXPLORATION PROGRAM *

The first program component provides for early career planning in the eighth grade. A career counselor from Central Oklahoma Area VoTech (COAVT) visits each eighth grade class in all feeder schools to provide career guidance information and assist students in course selection.

The two-hour workshop is presented in 29 area schools in Central Tech's district. The career program assists approximately 1600 eighth grade students each year. The program is designed to assist junior high students in the development of a system for exploring and making life and career decisions as well as an awareness and understanding of the values and interests important to them a this time. Each student has the opportunity to make a realistic assessment of his or her interest concerning career opportunities by taking an interest inventory. In addition, each student completes a High School Career Planner.

See Samples: *High School Career Plan, pgs 20a-d*

The first part of the workshop is devoted to dropout prevention by emphasizing the value of a high school diploma and a vocational/technical skill. After completing the interest inventory, the student will pool all the information toward specific career areas and explore selected career occupations as career possibilities. The Occupational Outlook Handbook is used to research specific career options.

Address:

The last part of the workshop covers attitudes, values, and the importance of early high school course planning. Students are made aware of educational alternatives such as junior college, senior college, and vocational/technical courses. The workshop concludes with an up-to-date 10 minute video of the courses available at Central Tech.

Students and parents are made aware of the requirements for high school graduation, requirements to meet career goals, and entrance requirements for higher education. Within one week of the workshop, parents are sent a letter informing them of their child's participation in the Career Exploration Workshop. Included in the letter is the *College Credit Now* brochure which outlines the articulation/cooperative agreement between Central Oklahoma Area Vocational-Technical School and Oklahoma State University.

See Samples: *Letter to Schools, pg 19a*
Career Exploration Workshop Letter to Parents, pg 19b
Talking With Your Teenager About Your Career, pg 19c
Parents Are the Master Key info Sheet, pg 19e

When possible, the students tour one or both of Central Tech's campuses upon completion of the workshop. The following June, each student is mailed a personal letter that includes additional information about their career choice. COAVT also offers assistance in the area of ACT registration and financial aid planning.

See Sample Student Letter, pg 19f

During the ninth grade year, personal invitations are mailed to each workshop participant and their family to attend Central Tech's Open House. In the spring, Central Tech hosts a career fair for ninth grade students in the COAVT District.

CENTRAL OKLAHOMA
Area Vocational Technical School
State Certified For Excellence In Education

Administration
Drumright Campus
3 CT Circle
Drumright, OK 74030
918-352-2551
Fax 918-352-4117

Sapulpa Campus
1720 S. Main
Sapulpa, OK 74066
918-224-9300
Fax 918-224-3190

FIELD(1)

FIELD(2)
FIELD(3)
FIELD(4)

Dear FIELD(5):

I am excited about the FIELD(6) 8th Graders visiting Central Tech on FIELD(7). The program will begin at FIELD(8). Please have your bus driver unload at the front door of the main building. (East side) Bus parking will be available in the North parking lot. (Lower level)

The students and advisors will go to the Seminar Center, Section A. Plans for the day include:

*welcome
*orientation to career planning
*video about Central Tech
*tour of the program areas

The students will leave to return to FIELD(9) at approximately FIELD(10). If any changes need to be made, please give me a call.

I look forward to working with you and your students during the coming year.

Sincerely,

Career Advisor

CENTRAL OKLAHOMA
Area Vocational Technical School

Dear Parents:

Recently your child completed a career exploration workshop presented by Central Oklahoma Area Vocational Technical School. We feel it is vitally important that you assist your child in making some very serious decisions regarding their high school courses now.

Recent studies indicate that 80% of America's jobs require skills taught in vocational/technical education. Central Tech can help your student build a good foundation for a career. Recent changes in the college entrance requirements make scheduling of course work even more important for those students entering the ninth grade. It is still possible to obtain vocational/technical training as well as the required academics for college, but you and your child must begin careful planning right now.

Vocational/technical education courses may be some of the most important your child can take during high school, whether he or she goes on to college or not. If you think vocational/technical education is not for the college-bound, think again. Through a cooperative agreement with Oklahoma State University your child may earn COLLEGE CREDIT in selected courses while attending Central Tech. Many high school graduates who have completed vocational/technical education courses go on to obtain college degrees. They often find their vocational/technical courses directly relate to college studies, and many use their vocational/technical skills to fund college expenses.

Projections show that of every 100 students who graduate from high school, 47 go on to college, but only 18 will complete a college degree. Since such a large percentage of students do not complete college, many will have to depend on skills learned in high school to obtain employment.

Vocational/technical education is free while in high school. Three elective credits are given for vocational/technical education each year. Students may enroll at the end of the sophomore year and attend Central Tech in the 11th and/or 12th grade. Please take time to help and advise them. It will pay dividends years later.

Our counselors will be happy to answer any questions and assist you in any way. Please call us.

Sincerely,

Career Advisor

Talking with Your Teenager about Your Career

Remember that your child should make their own choices and these are occasionally very different from what we would wish for them. You are an important influence in your teen's life and sharing your experiences and ideas will likely go a long way toward helping your teenager eventually make some of those difficult career decisions.

Why do you work?	What are the benefits? How do you enjoy your career? Does it give you a feeling of usefulness?
Did school help you with your career?	What subjects were interesting to you at your teen's age? Did these interest lead to your present job? Which subjects helped you most?
What jobs led you to your present career?	What were your responsibilities at your teen's age? Did you have summer jobs? Did you have a job while you were in school? Did you do any volunteer work?
When did you make your career choice?	What plans did you make for your career? What plans do you wish you had made? What important decisions did you make in choosing your present career? What choices did you have?
How much does a job like yours pay?	What salary range is available in your career field? If not monetary rewards, what other rewards do you receive?
What specific skills do you need in your job?	Must you be able to use a computer? Write well? Measure? Computer numbers? Organize your own time? Be creative? Spot problems? Talk to customers? Sell? Read well? Study? Work as a team member?
How does your career influence your lifestyle?	Are there things about your career that determine how or where you live? Is your work tiring or high pressure? Is what you do during your leisure time affected by your job?
What things about yourself affect your career?	How do your interests, abilities, and needs relate to your career?

Who benefits from your career?	How does your role in work, paid or unpaid, affect the well-being of the community?
What is your work setting like?	Do you work at home, in an office, at a desk, in a lab or store..? Is the environment calm? Hurried? Noisy? Comfortable? Private? Public?
What kinds of people do you work with?	Do you work alone, with a team, with a partner, with customers? What is your boss like? What do you like about the people with whom you work?
How do people depend on each other in your career?	How do you assist others or get help from others on the job? Do other people or businesses depend on you? Is there much competition among workers? Is there need for cooperation?
What do you see in the future?	How do you see yourself ten years from now? Will you still have the same career? Will you live in the same area? How will technology affect your career?

Here are some questions you can ask your teenager:

What career seems interesting to you? What subjects do you like best? What jobs could you go into that use those subjects? What are some of the choices you've been considering?

Door of Career Opportunities...
Parents Are the Master Key!

Parent's attitudes and actions can have a profound effect on children's attitudes about work and the value of working. Young people are more likely to ask their parents for career advice than their teachers or school guidance counselors. Many parents, however, come to a standstill when trying to determine ways to help their children. So "what" can parents do to help foster career growth and development in their children? Some of the many answers are:

- **Help Build a Positive Self-Concept in Your Children** - Children should be praised and encouraged. Don't wait until a certain standard is met; recognize and be sensitive to small daily improvements in skills. Remember, feelings of confidence or fear in children, generated by parental actions, will eventual be transferred to the workplace.

- **Get involved in the Educational Process** - Encourage your child to have respect for teachers and a positive attitude about school. Youngsters need to know that schoolwork is a top priority in their household. Find out how standardized test scores will be used in your child's school process and know what the scores mean. You should know what is being taught; visit the school and get acquainted with teachers.

- **Discuss and Examine Career and Educational Options With Your Children** - Help them examine the relationship of subject matter to careers. With knowledge of what is needed, proper preparation can be made; with proper preparation and adequate knowledge, your youngster, along with your help, can determine if higher education, vocational training, military, an apprenticeship program, or a combination of these avenues is what is needed in pursuing his/her career.

- **Explore Interests and Abilities With Your Children** - Pay close attention to and ask questions about your child's school studies, recreational activities, hobbies, and other likes and dislikes. This is the first phase of understanding whether future career choices will lead to a career dealing with *data* (information, ideas or knowledge); *people* (instructing others, entertaining persuading); or *things* (working with machines or tools that call for good coordination, manual dexterity, and a sense of how equipment is put together).

- **Provide Opportunities for Experience and Continuous Career Awareness** - When children show interest in various careers or occupations, take them on field trips or behind the scenes to explore various worksites which correspond with those interests. Introduce them to work and the ethics and responsibilities that are involved through meaningful volunteer work. And, when they are old enough to actually *work*, allow them to work summer and/or part-time jobs.

Source: Clifford Harris
Career Development Services
Oklahoma Department of Vocational
and Technical Education

Compliments of your school counselor

BEST COPY AVAILABLE

CENTRAL OKLAHOMA

Area Vocational Technical School

State Certified For Excellence [illegible]

Administration
Drumright Campus
3 CT Circle
Drumright, OK 74030
918-352-2551
Fax 918-352-4117

Sapulpa Campus
1720 S. Main
Sapulpa, OK 74066
918-224-9300
Fax 918-224-3190

April 28, 1995

FIELD(1)
FIELD(2)
FIELD(3)

Dear FIELD(4):

I am happy to inform you that you have been pre-enrolled at Central Tech in **FIELD(5)** for the 1995 - 96 school year.

Congratulations for making the decision to prepare for a technical career. Industries are demanding highly qualified technical personnel. As technology has increased so has the need for skilled technicians. The knowledge and skills that you will gain while attending Central Tech will provide you with employment opportunities and the potential for furthering your education at the college level.

Additional information will be mailed to you in August. Classes at Central Tech are scheduled to begin August 17, 1995.

If for some reason you are unable to attend Central Tech next year, please notify Central Tech immediately by completing and returning the enclosed post-card. If you are a high school student, your home high school counselor or principal must sign the postcard before you return it to Central Tech.

Thank you for your interest in Central Tech and I look forward to seeing you next year.

Sincerely,

Judy Robinson, Director
Student Services

enclosure

* CAREER PLANNERS *

Career planners are utilized to help students plan their high school careers and set realistic goals. The career planner helps a student understand what they need academically for their future.

See Sample Career Plans for Business Cluster, pgs 20a-d

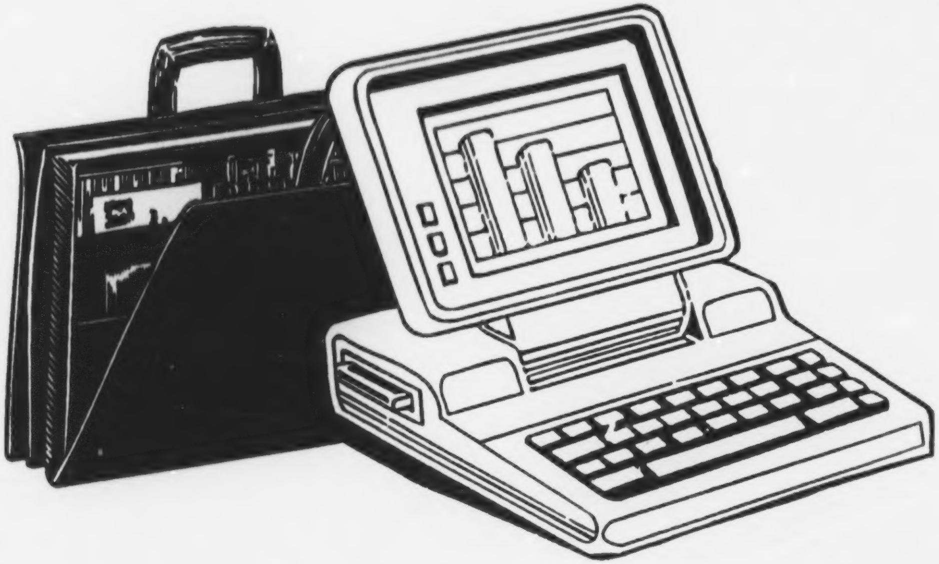
CFKR Career Materials, Inc. also publishes a four page High School Career Course Planner that helps students rate their occupational interests, match their interests with job titles and educational planning, and set up a high school career-course plan. It is available from:

CFKR Career Materials, Inc.
11860 Kemper Road, Suite 7
Auburn, CA 95603

STUDENT NAME ____________________ SCHOOL NAME ____________________

Business Cluster

Plan of Study



Business: concerned with the organizational, administrative, and general operation of governments, industries, and businesses

Open your future through career planning.

DESIGN YOUR FUTURE

Student Plan

	9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE		13TH GRADE (College)			14TH GRADE (College)		
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3
ENGLISH														
SOCIAL STUDIES														
SCIENCE														
CAREER ELECTIVE														
CAREER ELECTIVE														
CAREER ELECTIVE														

COLLEGE ENTRANCE REQUIREMENTS

Some high schools offer different types of diplomas such as honors, academic, and general. Any high School diploma is accepted for admittance into college. Listed are the college entrance requirements for various Oklahoma colleges and universities as set by the Oklahoma State Regents for Higher Education, effective Fall 1997.

UNITS	COURSE AREAS
4	**English** *(Grammar, Composition, Literature)*
2	**Lab Science** *(Biology, Chemistry, Physics or lab science certified by the school district. Applied Biology/Chemistry or Principles of Technology will also count if the student later successfully completes one traditional lab science. General Science will not meet this requirement.)*
3	**Mathematics** *(Algebra I, Algebra II, Geometry. Trigonometry, Math Analysis, Calculus. Applied Math I and Applied Math II may also count if the student successfully completes Algebra II.)*
2	**History** *(Must include one unit of American History.)*
1	**Citizenship Skills** *(Includes economics, geography, government, non-Western culture.)*
3	**Additional Units** *(Select from above subjects or computer science or foreign language.)*

SAMPLE - OK. Colleges Cost & Requirements	OSU/ Okmulgee	OSU	North Eastern	TU	TJC
Admission Test Requirements	ACT	ACT or SAT	ACT	ACT or SAT	ACT
Cut-Off Score	N/A	ACT-21 SAT-990	20	ACT-18 SAT-950	N/A
Min.Grade Avg	N/A	3.0	2.7	2.8	N/A
Cost Per Semester Hr. (Approx.)	43.97	57.90	45.39	420.00	26.46

SCHOOL-TO-WORK
Career Planner

Name:

Career Goal:

SAMPLE PLAN: (To be used as a guide only) *Courses should be selected according to student's career goal.

	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE	13TH(College)		14TH(College)	
English	English	English II	English III	English IV	Fresh. Comp.	Fresh. Comp.	Psychology	Humanities
Social Studies	OK History/Geography	American History		World History	College Algebra	Acctg.	Inter Alg	Tech. Writing
Science	Physical Science	Biology	Adv.Science or Other Career Elective		U.S. Govt.	Science	Science	Career Elective
Math	Algebra I or Applied Math I	Algebra II or Applied Math II	Geometry or Algebra II	Advanced Math or Other Career Elective	Speech	U.S. History	Career Elective	Career Elective
Career Elective	Career Goal Elective	Career Goal Elective	Central Tech	Central Tech	Career Elective	Career Elective	Career Elective	Career Elective
Career Elective	Foreign Lang (or Other Elective)	Foreign Lang (or Other Elective)	Central Tech	Central Tech				
Career Elective			Central Tech	Central Tech				
Activity								

DRUMRIGHT ELECTIVES:

- Typing I,II
- Accounting
- Computer Appl.I&II
- Communications
- Yearbook
- Humanities
- Psychology
- Democracy
- Library Science
- Spanish I,II
- German I,II
- Chemistry
- Home Ec.I,II,III,IV
- Family Living
- Vo Ag I,II,III,IV
- Ag Mechanics
- Community Service
- Vocal
- Physical Education
- Athletics
- Strength & Conditioning
- Central Tech
- Adv. Biology

CENTRAL TECH PROGRAMS

- Air Conditioning/Refrigeration*
- Automotive Technology*
- Building/Grounds Maintenance
- Business Computer Applications*
- Computerized Office Technology*
- Carpentry*
- Computer Repair*
- Cosmetology
- Diesel Technology*
- Drafting/CAD*
- Electronics/Telecommunications*
- Health Careers
- Law Enforcement
- Marketing & Business Management *
- Offset Printing*
- Machine Tool
- Motorcycle/Small Engine Technology
- Robotics/Automation*
- Welding

*College Credit Available

Total Credits Required for Graduation 22

Must Include:

- 4 Yrs. English
- 1 Sem. Oklahoma History
- 1 Sem. World History
- 2 Yrs. Science
- 2 Yrs. Math
- 1 Yr. American History
- 11 Electives

Courses may be taken any period of the day based on school schedule. Central Tech Programs required 3 hour block, either A.M. or P.M.

*COLLEGE CREDIT

Students may take advantage of the agreement with OSU/Okmulgee to earn college credit while still a high school student. Students can "bank" anywhere from 12 to 32 hours depending on the program and course grade. See your counselor for details.

BEST COPY AVAILABLE

Business Cluster

DESCRIPTION: Business occupations are concerned with the organizational, administrative, and general operation of government, industries, and businesses.

POTENTIAL CAREER OCCUPATIONS:

Occupation	DOT Code[1]	Occupation	DOT Code[1]	Occupation	DOT Code[1]
Accountant & Auditor	160.162-018	Actuary	020.167-010	Administrative Asst.	169.167-014
Advertising Agent	254.357-014	Bank Teller	211.362-018	Billing Clerk	214.362-026
Bookkeeper	210.382-014	Budget Analyst	161.117-010	Buyer	162.157-018
Cashier	211.362-010	City Manager	118.117-114	Clerical Supervisor	202.132-010
Collection Worker	241.357-010	Computer Programmer	030.162-010	Computer Systems Analyst	033.167-010
Counter and Rental Clerk	219.362-010	Court Clerk	243.362-010	Court Reporter	202.362-010
Credit Manager	186.167-088	Employment Interviewer	166.267-010	Financial Manager	186.167-086
General Manager & Executive	189.117-026	Insurance Claim Representative	241.217-010	Legal Assistant/Paralegal	119.267-026
Legal Secretary	201.362-010	Management Analyst	161.167-010	Medical Secretary	201.362-014
Payroll Clerk	215.382-014	Public Relations Specialist	165.167-014	Purchasing Agent	162.157-038
Real Estate Appraiser	191.267-010	Receptionist	237.367-038	Secretary	201.362-030
Stock Clerk	222.387-058	Stockbroker	250.257-018	Technical Writer	131.267-026
Underwriter	169.267-046	Word Processor	203.382-030		

MORE SOURCES OF INFORMATION: *Oklahoma Career Search*, *Oklahoma Career Choices* tabloid, *Career Directions* magazine, *Career Planner—A Catalog of Vocational Courses*, *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, *Guide for Occupational Exploration*, *Occupational Outlook Quarterly*, or specific sources for business information.

REQUIREMENTS MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

You should like:

- Working with figures or details.
- Working with a variety of people.
- Communicating information.
- Using a variety of office machines.
- Routine, organized activities.
- Activities that involve meeting and helping people.

You should be able to:

- Communicate well.
- Make change/work with figures.
- Reason logically.
- Influence people.
- Pay attention to detail.
- Maintain patience and tact.
- Accept responsibility.
- Follow instructions.
- Work under pressure.
- Handle complaints.

Possible physical abilities:

- Sit at a desk or stand for long periods of time.
- Be able to reach, handle, and feel objects.
- See well, naturally or with correction.
- Speak clearly.
- Work long hours.
- Good eye-hand coordination.

Opportunities for experience:

- Military service.
- Co-op programs.
- Part-time, temporary, or seasonal employment.
- Internships or work-study.
- Volunteer work in charitable or community organizations.
- Staff member on school newspaper or other publications.
- Vocational student organizations (i.e., FBLA).

Methods of entry:

- Direct application to employers.
- Consulting newspaper ads.
- Consulting placement offices.
- Consulting state employment offices.
- Professional Certification Tests/Licensing.

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[1] DOT Code — Occupation can be found by this code in the revised 1991 *Dictionary of Occupational Titles*. The DOT is a U.S. Dept. of Labor publication that includes standardized and comprehensive descriptions of job duties and related information for 12,000 occupations.

94 010701

* SOPHOMORE VISITATION *

At the sophomore level, a more thorough orientation to COAVTS and the available vocational curricula is scheduled. All sophomores in the Central Tech District are invited to participate in an on-site tour of the facility. Brochures on each of the 23 programs are available to provide more in-depth information. The students also have the opportunity to participate in a "hands-on" exposure to the vocational programs of their choice.

Tenth grade students are surveyed to determine their future Vocational Education plans, School Counselors are notified about the visitations and students complete a Visitation Survey before their trip to Central Tech. In January, sophomores in the district are sent follow-up letters and applications.

See Samples: *Tenth Grade Student Career Survey, pg 21a*
Memorandum to School Counselors, pg 21b
Sophomore Visitation Survey, pg 21c
Follow-up Letter, pg 21d
Thank You Card (in your packet)

CENTRAL TECH
95-96 TENTH GRADE
STUDENT CAREER SURVEY

We are interested in your future plans and your career. Each year Central Tech surveys student visitors to determine career trends and to project our enrollment. If you are interested in enrolling in the future, we will mail an application at the appropriate time to the address below. This survey sheet is NOT an application for enrollment.

Name ______________________________
First MI Last

Parent/Guardian ______________________________
First Last

Mailing Address ______________ **City** ______________ **Zip** ______

High School ______________________________

Career Goals ______________________________

At the present time do you plan to enroll in a course at Central Tech during your junior or senior year? Yes ______ No ______ Undecided______

If interested please circle which course:

■Air Conditioning/Refrigeration
***Health Careers**
■Auto Mechanics
***Banking Youth Apprenticeship**
■Building and Grounds Maintenance
***Business Computer Applications**
■Business Management
■Carpentry
■Commercial Electricity
***Computerized Office Technology**
■Cosmetology
■Diesel Mechanics
■Drafting
■Computer Repair
***Electronics/Telecommunications**
■Robotics/Automation
○Law Enforcement
■Machine Tool
○Marketing Education
■Marketing Education/Fashion Merchandising
■Motorcycle/Small Engine Repair
■Offset Printing
■Welding

Comments ______________________________
____
____

***Taught at Drumright and Sapulpa Campus**
○Taught at Sapulpa Campus Only
■Taught at Drumright Campus Only

CENTRAL OKLAHOMA
Area Vocational Technical School

MEMORANDUM

TO:

FROM: Student Services Director

DATE:

SUBJECT: Tenth Grade Visit

Thank you for your flexibility in accepting the changes we are making with the sophomores. We are anticipating an exciting day of "hands-on" activities for your students on ______________________________.

Enclosed is a memo for each tenth grade student. Please have each tenth grader who is interested in visiting Central Tech, complete the information on the memos.
Please return the memos to me by ______________________________.

It would be very helpful to me to have a typed list of your sophomores. When I was scheduling the first group of sophomores, I had a great deal of difficulty reading their writing and I made several mistakes on the names I gave to our teachers. You can send me the list with your surveys. Also, if there ar students visiting who need to spend the entire morning in Building and Grounds Services, please let me know ahead of time or put a sticky note on their survey.

Below is a tentative schedule of events:

9:00am	Arrive at Central Tech Please have bus drivers deliver students to the front door. (East) Students will assemble in the Seminar Center. Please park buses in the north parking lot. (Lower Level)
9:30am	Program visitation
11:00am	Reassemble in Seminar Center
11:10am	Departure

I am looking forward to working with you and your students. Please call me if you need additional information. Thank you for your support!

CENTRAL OKLAHOMA
Area Vocational Technical School

TO:

FROM: Student Services Director

DATE:

SUBJECT: Central Tech Sophomore Visit

Your Name____

Your tenth grade class will be visiting Central Tech in Drumright on ________

We are planning an exciting day which will include a video about our school, information on technical careers, college credit options at Central Tech and enrollment procedures. You will have the opportunity to spend time in three of our technical programs.

Following is a list of our programs at the Drumright Campus. Please select your first, second and third choice by making a 1, 2, or 3 on the line next to the class.

CHOOSE ONLY THREE!

Programs

_____Air Conditioning/Refrigeration
_____Auto Mechanics
_____Building and Grounds Services
_____Business Computer Applications
_____Business Management
_____Carpentry
_____Commercial Electricity
_____Computer Repair
_____Computerized Office Technology
_____Cosmetology
_____Diesel Mechanics
_____Drafting
_____Electronics/Telecomm
_____Health Careers
_____Machine Tool
_____Marketing Education
_____Motorcycle/Small Engine
_____Offset Printing
_____Robotics Automation
_____Welding

Please return this form to your counselor by ______________________________

Thank you and we look forward to seeing you!

CENTRAL OKLAHOMA
Area Vocational Technical School

Dear

We at Central Tech hope you enjoyed your visit when your sophomore class came to our campus. Enclosed is a copy of our school brochure, a reminder of our college credit options and a Central Tech application for admission.

If you are interested in attending Central Tech next year, we ask that you please discuss your class schedule with your parents and complete the application according to the directions. Please completed only the first page of the application. Your high school counselor or principal will provide the information requested on the second page of the application.

Keep in mind that you can complete your college prep classes and a Central Tech program with good planning and help from your high school and Central Tech counselors. Return the completed application to your principal or counselor by February 10, 1995. After we receive your application and high school transcript, we will schedule a day at your high school for interviews. The interview will give you an opportunity to obtain additional information about various programs and about Central Tech.

You and your family are cordially invited to attend Central Tech's Open House which will be held Sunday, February 19, 1995, from 1:00pm to 4:00pm, at both the Drumright and Sapulpa Campuses.

If we can be of assistance to you or if you have questions, please give us a call. Thank you for your interest in Central Tech.

Sincerely,

Director, Student Services

* HIGH SCHOOL CAREER DAYS *

Central Tech takes an active role in the Career/College Days at the seventeen (17) area high schools. In Oklahoma, the Career/College Days are scheduled on a Regional basis. Central Tech hosted the Career/College Day for Creek County.

Forty colleges and technical schools set-up booths and displays at the Sapulpa Campus in the morning and at the Drumright Campus in the afternoon. Juniors and seniors were invited to attend. The schools were scheduled at one hour intervals in order to accommodate all of the students.

Central Tech set-up a booth and display for the Payne County Career/College Day that was hosted at Cushing High School.

In addition, the Sapulpa Campus conducts a 9th Grade Career Day for all ninth grade students from the district schools. Over 400 students participate in the day-long activity. Students select a four-class cluster and spend 30 minutes in each class doing hands-on activities. An emphasis is placed on non-traditional careers by utilizing Central Tech's non-traditional students as speakers and demonstrators. During the lunch break the students visit with representatives from business and industry; the military; higher education; observe a law enforcement demonstration; and participate in team building games.

See Samples: *Information for Career Day*
Business and Industry Guests, pg 22a
Letter to High School Principals, pg 22b
Letter to Counselors, pg 22c
Letter to Students, pg 22d
Career Day Program, pg 22e

CENTRAL OKLAHOMA
Area Vocational Technical School

INFORMATION FOR CAREER DAY BUSINESS AND INDUSTRY GUESTS

The following ideas are offered to give you an idea of what we expect from you and to give you an idea what to expect from us. We are grateful that you have agreed to visit with our area school students. The Career Day includes all ninth grade students from four of our area schools on May 3rd and three of our area schools on May 4th. Each day will involve approximately 200 students, teachers, and counselors.

OVERVIEW: Through visits with resource persons, students (and teachers) will become more knowledgeable about the employment opportunities available, and the expectations of employees in businesses and industries like yours.

WHEN YOU ARRIVE: We will have a host or hostess in the lobby of the school to direct you to the Seminar Center. A table will be provided for your display. We would like your table set up by 11:00am. The students will return to the Seminar Center at 11:00 and lunch will be served. We will provide lunch for you. The students will be free to visit your table during that time. About 11:45 the students will be divided into three groups and will begin a rotation of three areas - pone of which will be in the Seminar Center to visit your display.

WHAT TO BRING: Please bring brochures, handouts, equipment, tools, or sample that depict the kind of work your employees do. Please let me know if you will need any special equipment by returning the information below.

WHAT TO DISCUSS: We hope you will share with students the variety of jobs within your company or industry and the academic skills needed to perform these jobs. Many students don't realize the number of different jobs within a company. For example, a hospital employs not only doctors and nurses, but administrators, managers, office workers, records clerks, janitors, accountants, public relations personnel, buyers, etc. You might suggest some high school courses, a vocational/technical program, and/or college major the student could take in order to achieve a specific career goal. For example, if your company or industry employs office and clerical workers, you might share with them what is required for a secretarial position.

PLEASE RETURN TO: COAVT Career Advisor

Your Company Name:____

Number of Persons Attending: _____

Please Indicate Special Needs: ( ) VCR ( ) Extension cord ( ) Extra Table

( ) Cassette Player ( ) 35mm filmstrip w/cassette ( ) 35mm caramate

( ) Other____

( ) We are unable to participate this year.

CENTRAL OKLAHOMA
Area Vocational Technical School

Dear Principal:

Central Oklahoma Area Vocational-Technical School is pleased to host the second annual Ninth Grade Career Fair.

Occupational awareness/exploration is an important part of the career decision-making process. During the career fair your students will have the opportunity to participate in three COAVT programs. They will learn more about the opportunities in non-traditional occupations; visit with resource persons from area businesses and industry, institutions of higher education, and the Armed Forces.

Please set May 4 aside for a full day of career activities, food, and fun for all your ninth grade students.

I will contact you soon with more detailed information.

Sincerely,

Career Advisor,
Sapulpa Campus

CENTRAL OKLAHOMA
Area Vocational Technical School

Dear Counselor:

Thank you for allowing your ninth grade class to participate in Central Tech's Career Day, May 4.

We are anticipating an exciting day of activities. Below is the tentative schedule of events:

Arrive 9:30am	Students will assemble in the Seminar Center (non-traditional student speaker/demonstration)
10:00-10:25	Career Class
10:35- 11:00	Career Class
11:00-1:00pm	Lunch provided Booths will be set up in the Seminar Center Outside Activities (weather permitting)
1:00-1:25	Career Class
1:35- 2:00	Career Class

Depart 2:15pm

Enclosed is a memo for each ninth grade student. Please have every ninth grader fill out the information on the memo. I've enclosed a return envelope for your convenience. Please mail them back to me no later than April 12. Be sure the students understand that they will be going into each class in only one CLUSTER.

I am looking forward to working with your students in May. Please call if you have any questions or need additional information.

Sincerely,

Career Advisor
Sapulpa Campus

CENTRAL OKLAHOMA
Area Vocational Technical School

TO: Ninth Grade Students

FROM: Career Advisor

DATE: March

SUBJECT: Career Day

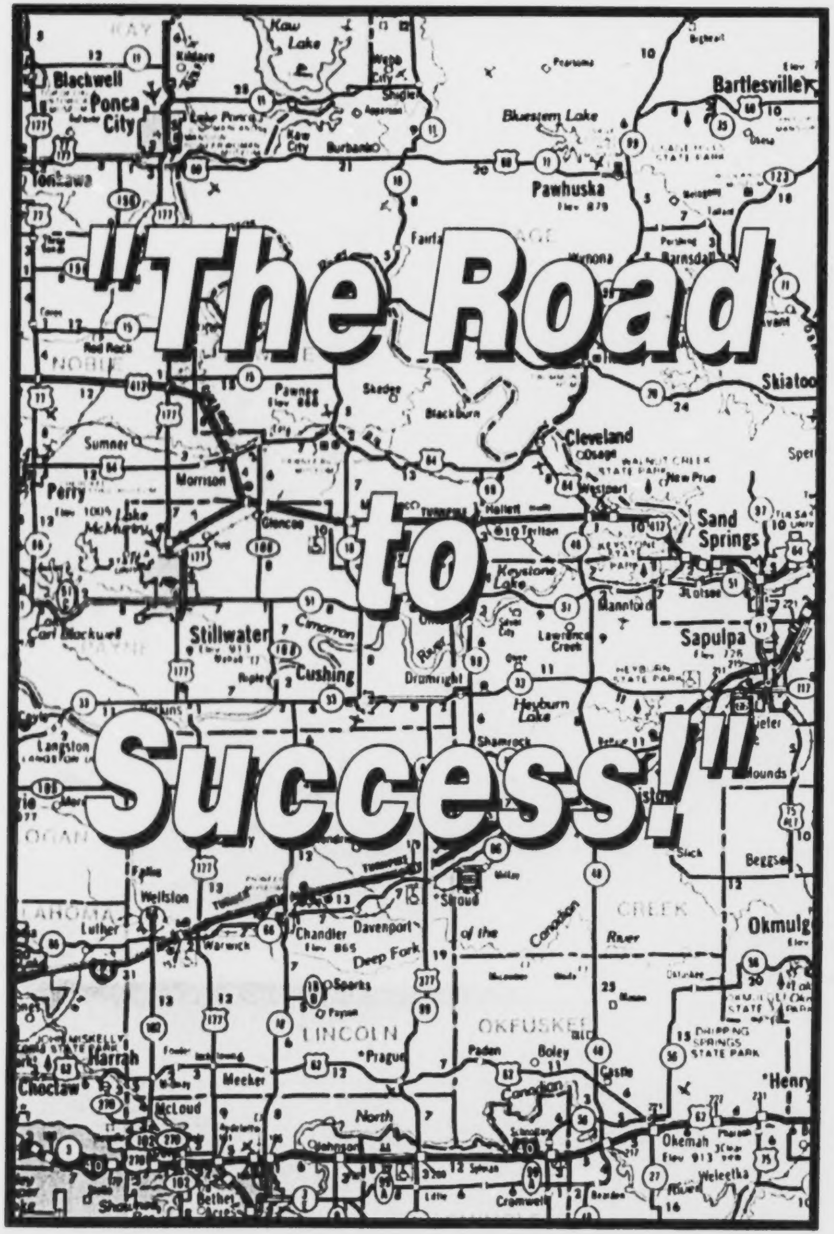
YOUR NAME:______________________________
(Please Print)

Your ninth grade class will be participating in a career day activity at Central Tech in Drumright on May 4.

We are planning an exciting day that will include demonstrations, guests from business and industry, college representatives, and the opportunity to visit and be involved in four different vocational/technical program areas.

Below are five program clusters from which you can choose ONE CLUSTER. Please select your first, second and third choice by marking a 1, 2, and 3 on the line.

	YOUR CHOICE		CAREER CLUSTERS
I.	________	a.	Medical Careers
		b.	Robotics
		c.	Principles of Technology
		d.	Electronics/Telecommunications
II.	________	a.	Computerized Office Technology
		b.	Machine Tool
		c.	Drafting
		d.	Commercial Electricity
III.	________	a.	Business Computer Applications
		b.	Auto Mechanics
		c.	Motorcycle Repair/Small Engine Repair
		d.	Computer Repair
IV.	________	a.	Cosmetology
		b.	Air Conditioning and Heating
		c.	Carpentry
		d.	Offset Printing
V.	________	a.	Marketing Education
		b.	Business Management
		c.	Welding
		d.	Diesel Mechanics



CAREER DAY '94

"The Road to Success!"

9:30 a.m.	Arrive at Drumright Campus - assemble in Seminar Center for welcome.
10:00 - 10:25 a.m.	First class
10:35 - 11:00 a.m.	Second class
11:00 - 1:00 p.m.	Lunch, demonstration, games
1:00 - 1:25 p.m.	Third class
1:35 - 2:00 p.m.	Fourth class
2:00 p.m.	Seminar Center for wrap-up and door prizes.
2:15 p.m.	Depart for home school.

PURPOSE OF CAREER DAY

Today is an extension of your Eighth Grade Career Exploration Workshop. Through continuous career exploration we hope to take the chance out of career and education planning.

Career and educational planning are a continuous process. Changing as you grow and change.

Many high school courses will help you gain knowledge and skills you will need for many different jobs and for everyday living and decision making.

Education planning will help prepare you for your future regardless of what your future career plans may be.

* PUBLIC RELATIONS *

The goal of the Public Relations program at Central Tech is to generate in the community at large a climate of understanding of the district's efforts to provide each student with the best possible education in an increasingly complex and sophisticated world.

The Public Relations Program:

✓ Serves as liaison to all area news media and metro media. Daily production of News Releases to ten local newspapers and two radio stations of activities and accomplishments of Central Tech students and staff.

✓ Supervises and coordinates production and distribution of all school district enrollment publications, brochures, and instructional program marketing materials.

✓ Maintains open lines of communication with all community organizations and arrange for personal appearances by Central Tech staff at community organization meetings to explain and promote vocational education.

✓ Advises the administration on matters of public attitudes and actions as related to vocational education in general and Central Tech.

✓ Supervises the annual Open House activities at both campuses including the establishment and chairing of employee committees for planning and promotion of Vocational Education Week activities.

✓ Participates in and supports the state Public Information Council, which is a network of all Oklahoma Area Vo-Tech School Public Information Officers and Administrators. *It's function is to promote Vocational Technical Education in Oklahoma. Target audiences include local school faculties and administrations, higher education regents and administration, governmental agencies, elected officials, business and industry owners\operators and the general public.*

✓ Attends and promotes student organization skills contests.

✓ Publicizes a quarterly newsletter "Visions" to aid in informing publics not reached by local news media of the activities and needs of vocational education and Central Tech.

See Sample: *Visions (in your packet)*

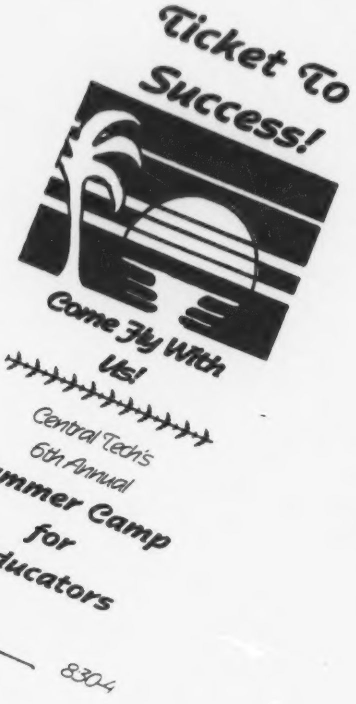
✓ Assists faculty and staff members in public recognition of Advisory Committee members' contributions to vocational education.

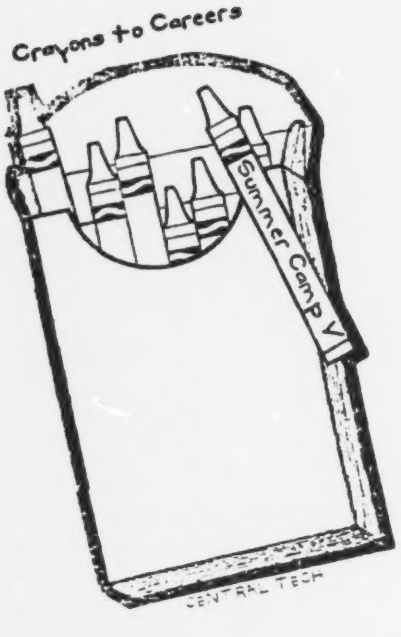
✓ A promotional video has been created featuring students at COAVT and is used in conjunction with the sophomore tours.

* SUMMER CAMP *

Summer Camp is an opportunity for teachers, administrators and counselors from Central Oklahoma Area Vo-Tech's sending school districts to attend COAVT and actually become involved in vocational classes. Participants go through the application and enrollment process as a potential Vo-Tech student and are assigned to four (4) half-day vo-tech classes during the week. Participants tour a nearby facility that employs vo-tech students and the university facility where vo-tech students can receive college credit through a cooperative enrollment agreement with that university. Also, during Summer Camp, participants attend a Vo-Tech Orientation, a Tech Prep Workshop and an Applied Academics Workshop. Central Tech's Summer Camp for Educators equips participants with a clear knowledge of how vo-tech works and what is available for students.

See Brochure (in your packet)


Ticket To Success!
Come Fly With Us!
Central Tech's 6th Annual
Summer Camp for Educators
June 6-10 — 830-4


Crayons to Careers
Summer Camp V
CENTRAL TECH

ASSESSMENT

ASSESSMENT PROCEDURES for Secondary Students

All secondary students are interviewed one-on-one and assessed, utilizing high school transcripts, Test of Academic Proficiency (TAP) scores and career search information provided by the home schools.

ASSESSMENT PROCEDURES for Post-Secondary Students

The assessment process is essential to individuals seeking training or desiring to acquire their GED. Assessment provides an evaluation of where an individual is academically and gives an indication of what is needed, if anything, for them to accomplish their goals.

Academic benchmarks have been set for admission into each program. The Fry Readability was used to determine reading levels and a comparison of math competencies were used to determine math skills of the curriculum.

See Sample: *COAVT Enrollment Criteria, pg 28a*
(i.e., Air Conditioning/Refrigeration 1 & 2 requirements are a 9th grade equivalent in both reading and math.)

All adult students are assessed for interest, abilities and achievement prior to involvement in career search activities. The results of the initial assessment are reviewed individually with each student prior to enrollment.

For those who have graduated from high school or have their GED, the assessment consists of one and a half days, with instruments measuring interest, ability and aptitude being utilized. In addition, Learning Styles and a Vocational Interest Inventory are administered. After the assessment, options are discussed. These options can range from upgrading in the basic skills areas, or specific skills training, to on-the-job training.

See Descriptions of Assessments, pgs 26 & 27

If a student needs their GED, the Pre-GED is administered to determine skill levels. During the interview phase, if the PRE-GED or TABE scores indicate an individual has the necessary skills to pass the GED, they are advised to apply for the GED examination. This can range from further training to On-the-Job-Training. It is during the interview process that many of the individual's particular problems are discussed. These special circumstances can greatly influence options the student may pursue.

Assessment from other agencies may be accepted if the same areas of interest, ability and aptitude have been assessed. A combination of all assessments are utilized to help develop a student's future career goals.

The following is a description of the evaluation instruments utilized:

* INTEREST INVENTORY *

CAREER SEARCH:

Career Search consists of a student profile of their career interest of 327 jobs with a detailed explanation of each. This allows the individual to explore possible jobs they may not have previously considered. Administration time is thirty to sixty minutes.

Oklahoma Department of Vocational Technical Education, Career Information
1-800-654-4502, ext. 404

* APTITUDE *

BETA:

This is designed to measure the general intellectual ability of persons who are relatively illiterate, or non-English speaking, or suspected of having other language difficulties. It may also be used as a non-verbal measure of learning for members of the general population. The examination yields an overall estimate of ability. The administration time is thirty minutes.

The BETA is a good indicator of the ability of an individual to learn or the ability to benefit from vocational training. If the BETA score is seventy-five (75) or below, it is recommended that the individual consult with another agency to discern what problems might hinder the learning process or to select an alternative training program that would better meet the needs of that individual.

The Psychological Corporation
1-800-228-0752

Differential Aptitude Test (DAT):

The Differential Aptitude Test is an integrated battery of eight aptitude tests that provide assistance in educational and vocational guidance as well as in personal selection and classification. The eight aptitudes tested are: Verbal Reasoning, Numerical Reasoning, Abstract Reasoning, Perceptual Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling and Language Usage. Each of the tests included in the DAT is known to be relevant to certain types of courses as occupations. Administration time is approximately two and one half hours.

The Psychological Corporation
1-800-228-0752

LEARNING STYLES:

The Learning Styles is a computer generated program of forty-five (45) questions that help individuals discover and identify their particular learning style. The three categories are: audio, visual, or multisensory. This helps direct the student when they attend class or job training to know whether to ask for printed materials or an oral explanation depending on their individual learning style. Administration time is twenty-five minutes.

Educational Activities, Inc.
1-800-645-3739

* ABILITY *

Test of Adult Basic Education (TABE):

The Test of Adult Basic Education is a norm-referenced test designed to measure achievement in reading, mathematics, language and spelling, the subject areas commonly found in adult basic education curricula. TABE focuses on basic skills. TABE test items reflect language and content appropriate for adults and measure the understanding and application to conventions and principles; they are not intended to measure specific knowledge or recall of facts. Administration time for the complete battery (forms 5/6) is four hours. Administration time for the survey form is one hour and eleven minutes.

CTM/McGraw-Hill
1-800-538-9547

PRE-GED:

The PRE-GED was developed to help examinees determine their readiness to take the full-length GED tests. The Official GED Practice Tests contain about half as many multiple-choice questions as do the full-length GED tests. In addition to helping candidates for a GED credential estimate their readiness to take the full-length GED Tests, the Official GED Practice Tests may help identify general strengths and weaknesses in the areas examined. There are five assessment areas: writing, social studies, science, interpreting literature, the arts, and mathematics. Administration time is four and a half hours.

Steck-Vaughn
1-800-531-5015

* CAREER GOALS *

A combination of all assessments are utilized to help develop a student's future career goals. All individuals receive career counseling to determine the area they wish to pursue.

IT'S NOT TOO LATE!

"You may still begin an exciting new career. oin us at Central Tech now for training in one of these programs. The instructors are the best and the job opportunities are great!"

♦ Air Conditioning/Refrigeration
♦ Automotive Technology
♦ Business Management
♦ Carpentry
♦ Commercial Electricity
♦ Computer Repair
♦ Electronics/Telecommunications
♦ Machine Tool
♦ Marketing/Fashion Design
• Motorcycle/Small Engine Repair
♦ Offset Printing
♦ Robotics Automation

♦ = College Credit Programs

* College Credit Hours available through Cooperative Enrollment with Oklahoma State University at Okmulgee.

"If you need training for a new career field, the opportunities here are unlimited. Tuition waivers & scholarships are also available for qualified applicants... but don't wait."

APPLY TODAY

CALL 918-352-2551 Ext. 207, 272

Visit our campus at 3 CT Circle - Drumright (1/4 mi. No. on Hwy 99)

CENTRAL TECH

"Your Career Connection"

CENTRAL TECH GOLD STAR SCHOOL

CENTRAL VO-TECH ENROLLMENT CRITERIA
for
ADULT STUDENTS - DRUMRIGHT CAMPUS

DRUMRIGHT SITE COURSES:	**READING & MATH REQUIREMENTS:**
Air Conditioning/Refrigeration 1 & 2	9 - 9
Auto Mechanics 1 & 2	9 - 9
Business Computer Applications	9 - 10
Business Management	9 - 9
Carpentry 1 & 2	9 - 9
Commercial Electricity 1 & 2	9 - 9
Computer Repair	9 - 9
Computerized Office Technology	9 - 9
Cosmetology 1 & 2	9 - 9
Diesel Mechanics 1 & 2	9 - 9
Drafting 1 & 2	10 - 10
Electronics/Telecommunications	10 - 10
Health Careers 1 & 2	9 - 9
Machine Tool 1 & 2	9 - 9
Marketing Education	9 - 9
Motorcycle Mechanics 1 & 2	9 - 9
Offset Printing 1 & 2	9 - 9
Practical Nursing	11 - 10
Robotics Automation	10 - 10
Welding 1 & 2	9 - 9

ADVISEMENT

* STUDENT INTERVIEWS *

All students talk to a counselor before they enroll in COAVTS. This allows the student and counselor time to ask questions and verify correct vocational placement.

After completing assessment, adult students are referred to the adult advisor. Each student schedules as appointment to discuss enrollment. I all enrollment requirements are complete and the vocational program has openings, a student may be allowed to enroll. If enrollment requirements are not complete, the student is advised. (Enrollment requirements include: High School Transcript or GED documentation and successful completion of assessment.)

* INTERPRETATION OF ASSESSMENT *

After completing the total assessment, each student has the opportunity to review the data collected from the assessment. All available information is utilized to help the student make the best choice for enrollment and vocational training. The assessment is explained to the student during a personal exit interview. Now the student is ready to begin the enrollment process and is referred to an enrollment counselor. The enrollment counselor will again review the results of the assessment with the applicant and answer any questions he/she may have. The applicant is now ready to select a vocational training program.

* SCHOOL POLICIES AND PROCEDURES *

Central Tech's School Policies and Procedures are explained in the Student Handbook. The policies and procedures are based on input from business and industry. Teaching a work ethic to all of our students is one of our primary goals.

Attendance is especially important in vocational education programs, and COAVT's policy is written to reflect the real world of work. Prospective employers are always interested in the attendance practices of COAVT graduates. Central Tech works closely with business and industry to establish attendance standards that will help our students become employable. Each student has ten (10) sick leave days and three (3) personal leave days based on the leave policy of several industries in our area.

Students are rewarded for positive behavior just as they would be rewarded in the work world. Therefore, COAVT rewards excellent attendance of students. Excellent attendance is defined as one or fewer absences per quarter. COAVT has established a reward system for attendance in order to recognize students who maintain attendance standards expected by employers.

Students who maintain excellent attendance habits at Central Tech will be recognized and rewarded in the following manner:

- Excellent attendance (one or fewer absences per quarter) will be rewarded by each instructor on an individual basis.
- Excellent attendance (one or fewer absences per quarter) will be recognized with a special seal on the student's competency certificate.
- Students with excellent attendance will have a letter noting their accomplishment mailed to their parent/guardian and home school (if applicable).
- Students with perfect attendance each quarter will be recognized at a school assembly.
- Students with perfect attendance for one and two years will be recognized at the awards assembly held at the end of the school year and presented with special certificates.
- Students with good attendance who are not on probation for any reason will be eligible for participation in off-campus vocational student organization activities.
- Students with good attendance, good attitudes and good skills can expect:
    a. An opportunity to participate in on-the-job training
    b. A recommendation for a job

In order to prepare Central Tech graduates for employment, it is necessary to maintain an accurate attendance record for each student. Copies of the student's attendance are available for the COAVT Counselor, the student's permanent file, a sponsoring agency and the student.

See Sample: *Attendance Conference Record, pg 32a*

The policies and procedures are reviewed and updated each year by a committee comprised of faculty, staff and students. Additional school policies and procedures can be found in the *Student Handbook* each Central Oklahoma Area Vocational Technical student receives.

See Sample: *Student Handbook Table of Contents, pgs 32b-d*

CENTRAL OKLAHOMA AREA VO-TECH SCHOOL

Attendance Conference Record

Student:________________________________ Program:______________

Student ID No:____________________ Instructor:______________________

Home School/Sponsor:____

A.M.______ P.M.______ Both______ Secondary______ Post-Secondary______

Date	Absence	Procedure	Student Signature	Official Signature
	3	Instructor Counsels Student		
	5	Counselor or Administrator Counsels Student		
	8	Student Placed on Probation Parent/Sponsor Conference Requested Letter Sent to Parent/Sponsor		
	12	Probation Continued Parent/Sponsor Conference Requested Letter Sent to Parent/Sponsor		
	13	Review Meeting Date: Results:		

COMMENTS:

Central Tech

Student Handbook

TABLE OF CONTENTS

Philosophy 1
Non-Discrimination Clause 1
Accreditation 1
Map of Campus-Drumright 2
Map of Campus-Sapulpa 3
Staff Directory 4-6
Faculty Directory 7-8
Acronym Listing 9

GENERAL INFORMATION

School Calendar 10
School Hours 11
High School Credit 11
Post-Secondary Students 11
Personal Property 11
Visitors 11
Telephones 11
Breaks, Food and Soft Drinks 12
Evacuation Routes and Procedures 12
Class Cancellation Due to Bad Weather 12
Appropriate School Attire 12

FINANCIAL INFORMATION

High School Students 12
Financial Assistance 13
Tuition 13
Refund Policy 13

STUDENT SERVICES

Vocational Student Organization 13
Transportation 14
Counseling 14
Placement 14
Technical Related Skills Lab 14
Student Insurance 14

POLICIES AND PROCEDURES

Student Behavior/Behavior on School Buses 15
Care of School Property 15
Car Regulations 15
Permission to Leave School 16
Profanity 16
Alcoholic Beverages, Smoking and Tobacco 16
Attendance Policy 16-17-18
Make-Up Work 18
Medical Leave 18
Contagious and Infectious Diseases 18
Withdrawal from School 18
Grading System 19
Transfer Credit 19
Requirements for Continuing Enrollment 19
Changing Programs 19

Suspension/Expulsion 19-20-21
Appeal Procedure/Due Process 21
Grievance Procedure 22
Search of Students 23
Dangerous Weapons 24
Students Under the Influence of Drugs or Alcoholic Beverages 24
Hazing and Harassment 25
Sexual Harassment 25

DRUG-FREE SCHOOL POLICY FOR STUDENTS

Standards of Conduct 26
Disciplinary Actions 26

EFFECTS OF DRUGS

Alcohol 27
Cocaine 27
Inhalants 27
Hallucinogens 27-28
Other Stimulants 28
Depressants 28
Cannabis 28
Narcotics 29
Designer Drugs 29
Counseling, Treatment and Rehabilitation 29

Federal Penalties & Sanctions for Illegal Possession
of a Controlled Substance 30
Program Review 31
Signature Paper 32

* PROGRAM PLACEMENT *

Upon completion of assessment a student is ready to enroll. The purpose of assessment is to help determine correct program placement for each applicant. Before enrolling an applicant, many areas are discussed to determine correct program placement.

In addition to assessment information, demographics of their area will be discussed. Due to the rural area served by Central Tech, willingness to relocate and/or travel are vital to employment after vocational training. Often an applicant will want to train in Telecommunications/Electronics, yet be unwilling to relocate and/or travel. This person will be nearly impossible to place in a job. They will need to reconsider their employment goals.

Good program placement has EMPLOYMENT as its main objective.

SENIOR SCHOLARSHIP

Graduates from the 17 feeder schools may attend classes at Central Tech for two semesters, tuition free on our thirteenth year, Senior Scholarship Program. The Scholarship can be used up to two years after High School graduation.

Some programs qualify for college credit. Through an agreement with Oklahoma State University, Okmulgee, it is possible to receive twelve to thirty (12-30) hours college credit for attending Central Tech.

Any Senior in Central Tech's district is eligible to apply for the tuition scholarship. Entrance test scores must be satisfactory before enrollment is complete.

See Brochure (in your packet)

* FINANCIAL AID *

Financial aid is available at Central Oklahoma Area Vocational Technical School to provide assistance to students who, without aid, would be unable to attend school.

Financial assistance is offered in the form of grants, part-time employment, scholarships and other federally funded programs for which students with financial need may be eligible, i.e., Federal PELL Grants, Federal Supplemental Education Opportunity Grants, Federal Work Study, and Oklahoma Tuition Aid Grants. Central Tech does not participate in the Stafford Loan, PLUS or SLS Program.

In general, eligibility for federal aid means meeting the following requirements: enrolled at least half-time as a regular student in an eligible program; a U.S. Citizen or an eligible non-citizen; accepted into an eligible program and making satisfactory progress in the course of study; not in default on a student loan and do not owe a refund on a Federal PELL grant or on a Federal Supplemental Education Opportunity Grant.

Information concerning financial aid for post-secondary education is provided to all students. Those requiring assistance in completing the application process are aided by the financial aid advisor. Information and assistance is provided to students regarding housing, transportation, and child care.

Most federal student aid is awarded on the basis of need. Need is the difference between the cost of education (educational expenses) and the amount a student and his/her family can afford to pay, as determined by a standard formula. Need is determined by an evaluation of the information submitted on an aid application.

A potential student may make application for financial aid in the Student Services office at Central Tech.

The staff at Central Tech believes that vocational education should be available to all individuals that have a true desire to obtain a job skill. We invite everyone to explore their financial aid possibilities with us.

Full descriptions are in your packet: COAVT's Consumer Information Handbook

* ARTICULATION/COOPERATIVE ENROLLMENT *

College credit is available to the student in many of the courses at Central Tech. Adult students may earn 12 - 30 hours college credit through cooperative enrollment. High School students may earn credit through an Articulation "savings account." Credit is applied toward an Associate Degree at a local university.

See Samples: *Tip Sheet for Cooperative Enrollment, Articulation and Tech Prep, pg 35a*
Transcript of Permanent Record, pg 35b

ADMISSIONS

TIP SHEET FOR COOPERATIVE ENROLLMENT, ARTICULATION AND TECH PREP

1. Ensure that each institution is committed to the concept. Define the overall goal and benefits for students and institutions.

2. Select an instructional leader at each institution to work together to provide leadership to the project.

    A. Meet and agree on common goals, objectives and benefits.
    B. Develop a plan of action.

3. Evaluate your programs, instructors and competency levels to determine the best program for the process. (Select one as a pilot)

    A. Review outlines of programs to identify common courses.
    B. Verify instructor credentials.
    C. Set standards for competency levels.
    D. Identify hours in each course.
    E. Develop a syllabus for each course within the program.

4. Provide informal opportunities for instructors to meet with colleagues at each institution. Tour facilities, discuss programs and review expectations.

5. Instructional leaders - review program's course syllabus and verify hours of theory, lab and total hours.

6. Instructional leaders' plan - meeting with instructors to review course syllabus at each institution to identify areas for cooperative enrollment and articulation.

7. Instructional leaders meed with instructors to discuss their findings and concerns to reach agreement on areas for articulation or program modification.

8. Make necessary changes to curriculum at each institution in order to develop common courses for cooperative enrollment.

9. Submit cooperative enrollment agreement for approval by:

    A. Local institution's board.
    B. Oklahoma Department of Vo-Tech
    C. Regents

10. Instructional leaders develop the necessary procedures to implement cooperative enrollment and articulation.

DOB: 04/02/75
SSN:

PROGRAM OF STUDY: ELECTRONICS/TELECOMMUNICATIONS
Home School: CUSHING Entry Date: 08/20/92
Grade Level: 11 Drop Date: / / Completion Date: 05/21/93

PROGRAM GRADES: 1st Sem = A 2nd Sem = A

COURSE NAME (S) (see note 2)	OSU	GRD
EET 113 /EET 1113 DC CIRCUIT ANALYSIS	(*)	A
EET 123 /EET 1123 AC CIRCUIT ANALYSIS	(*)	C
EET 173 /EET 1203 ELECTRONIC AMPLIFIERS	(*)	B
EET 143 /EET 1213 POWER SUPP, FILTERS, AND REG	(*)	B
EET 133 /EET 1323 DIGITAL ELECTRONICS	(*)	C

PROGRAM OF STUDY: ELECTRONICS/TELECOMMUNICATIONS
Home School: CUSHING Entry Date: 08/19/93
Grade Level: 12 Drop Date: / / Completion Date: 05/18/94

PROGRAM GRADES: 1st Sem = A 2nd Sem = B

COURSE NAME (S) (see note 2)	OSU	GRD
EET 113 /EET 1113 DC CIRCUIT ANALYSIS	(*)	B
EET 123 /EET 1123 AC CIRCUIT ANALYSIS	(*)	A
EET 173 /EET 1203 ELECTRONIC AMPLIFIERS	(*)	C
EET 143 /EET 1213 POWER SUPP, FILTERS, AND REG	(*)	B
EET 133 /EET 1323 DIGITAL ELECTRONICS	(*)	B

No Official Records Listed Below This Line

Note 1: Courses marked (*) in the OSU column are eligible for college credit to OSU Okmulgee if the Grade is an "A" or a "B".
Note 2: School year 93/94 is the first year for course identification on the Transcript.

COUNSELING & GUIDANCE

The guidance program at Central Tech is a comprehensive one.

Counselors are available to advise students who desire help with personal and/or vocational-related concerns.

Students at risk of dropping out of school are identified and referred to the Technical and Related Skills Lab personnel. The staff monitors the progress of at-risk students closely, establishes a good working relationship with the student, and works with the vocational instructor as needed. Early intervention and problem resolution is the goal of follow-along services. Follow-along services are also initiated for any student experiencing difficulty in his/her vocational classes.

A variety of counseling services are available on campus, including crisis intervention, Single Parent & Dislocated Worker Advisor, Voc Rehabilitation, Veterans Administration, Job Training Partnership Act Advisors and Careers Unlimited.

* PARENTAL INVOLVEMENT *

Parents are involved from the very beginning at Central Tech. Beginning with the eighth grade career exploration program, all letters and brochures are sent to the parents and the students. Success reports as well as deficiency reports are sent to the parents. All parents are contacted if a student is absent from class.

See Samples: *Progress Report and Deficiency Report forms, pg 37a*

A parent representative is also included on all of the Central Tech Advisory Committees. In addition, the parents, of qualified candidates are invited to attend the National Vocational-Technical Honor Society Banquet each spring.

All parents are invited to Open House each February. This gives parents an opportunity to visit with faculty and see the school facilities.

Student Name		**Date**
Section **AM PM**	**Progress Report** **Central Ok Area Vo-Tech School** **Drumright, OK 74030**	**Instructor**
Program	**(918) 352-2551**	**Home School**

PARENT OR GUARDIAN NOTIFICATION

The following report is submitted to let you know how the above named student is progressing in the class. This report should be considered as praise and will identify the areas which the instructor considers important.

CAUSES FOR PRAISE

ATTITUDE

☐ Good Attendance
☐ No Tardies
☐ Good Class Preparation
☐ High Interest Level
☐ Good Attention Span

ABILITY

☐ Good Aptitude for Subject
☐ Good Skill Development
☐ Good Maturity
☐ Good Motivation
☐ ____________________

PERFORMANCE

☐ Good Class participation
☐ Completes Class Assignment
☐ Good Test Scores
☐ ____________________
☐ ____________________

COMMENTS:

Student Name		**Date**
Section **AM PM**	**Deficiency Report** **Central Ok Area Vo-Tech School** **Drumright, OK 74030**	**Instructor**
Subject	**(918) 352-2551**	**Home School**

PARENT OR GUARDIAN NOTIFICATION

The following evaluation report is being sent to help both the student and the parent or guardian understand the reason for the unsatisfactory achievement of the student. Please feel free to request additional information, or to schedule an appointment with the instructor who issued this evaluation report. Parents should be familiar with the classwork expected, the school's grading system, and the school's attendance policy.

DEFICIENCY CAUSES

ATTITUDE

☐ Attendance Problems
☐ Chronic tardiness
☐ Insufficient class preparation
☐ Low interest level in studies
☐ Short attention span in class

CLASSWORK

☐ Failure to do assignments
☐ Low test scores
☐ Has not done required make-up
☐ ____________________

PERFORMANCE

☐ Will not follow instructions
☐ Uncooperative
☐ Poor work habits
☐ Bothers other students
☐ ____________________

REPORT PERIOD

☐ 1st Qtr. ☐ 2nd Qtr. ☐ 3rd Qtr. ☐ 4th Qtr

STUDENT GRADE STATUS

☐ Needs Improving ☐ Near Failing ☐ Failing

COMMENTS:

* SCHOOL COUNSELORS *

The Counselors and Principals from Central Tech's seventeen feeder schools are invited to a meeting and luncheon on our campus in the fall and in the spring. Various topics are covered and the meeting is used for networking purposes. Presentations have included information on Telecommunications, School-to-Work Transition, Youth Apprenticeship, Tech-Prep, On-the-Job Training, Summer Camp for Educators, Eighth Grade Career Exploration and Business & Industry input.

The main goal of the meetings is to keep our principals and counselors informed of the latest trends in vocational and technical education. It also serves as an excellent public relations tool.

YOUR SCHOOL COUNSELORS
We're all you thought we were... and a whole lot more
Your Counselor is a Vital Link in Education for All Students

Project GRADS - Guidance in Retaining Adolescent Dropouts

The project replicates a proven, exemplary model, that of the Oklahoma Developer Demonstrator Project, Project ADAPT. This model received validation as an effective program from the Joint Dissemination Review Panel (JDRP) of the U.S. Department of Education in 1976, and was recertified in 1984. In 1992, Project ADAPT was recertified again by the Program Effectiveness Panel (PEP) of the U. S. Department of Education. The review panels cited both statistically significant and educationally meaningful gains as a result of implementing the project.

Project GRADS meets the need for an exemplary rural model for dropout prevention and intervention through the provision of an array of services including:

> *Career Counseling and Active Recruitment in grades 9 and 10* - designed for early intervention to prevent students from dropping out, to actively recruit at-risk students for the vo-tech program, and to provide thorough pre-program planning.

> *Intensive Resource Center environment* - provide students with small class size, computer-managed remediation of basic skills, and tutorial assistance in a flexible, open atmosphere of successful learning.

> *Adaptive Teaching Services* - to facilitate the at-risk student's success in the regular vocational program by working with teachers to identify specific areas of strengths and weaknesses that relate to learning the vocational curriculum, and Adaptive methods of teaching utilizing the student's interests and optimal learning styles.

> *Counseling/Mentoring Program* - both small-group and individual counseling is conducted, and the counselor is available exclusively to project students to maintain a low student-to-counselor ratio.

> *Auxiliary Services* - encompasses other student services such as child care, job placement, summer school for credit program, follow-up and follow-along tracking of project completers and non-completers and transportation.

Project GRADS received the national Exemplary Programs for Special Populations award from the National Center for Research in Vocational Education Office of Technical Assistance for Special Populations Programs (NCRVE/TASPP) during the 1992-93 school year. Project GRADS was honored with the award at the 1992 American Vocational Association (AVA) Conference in St. Louis, MO and the project was presented during the pre-conference at the 1993 AVA Conference in Nashville. The project has maintained a dropout rate of below 10% for project participants for the past 4 years. Plans are to submit the project to the Program Effectiveness Panel (PEP) at the end of the 1994-95 school year.

Single Parent/Displaced Homemaker Program

Services provided for students begin with an intake interview wherein the coordinator reviews the application and does initial referrals to outside social service agencies for assistance to maintain some financial stability for the student and their family.

Students are scheduled for assessment which includes the TABE, BETA, DAT, Career Search and a learning styles evaluation. After assessment the student and coordinator develop a vocational plan that includes classroom training, academic skills upgrade, or direct job placement. If the student needs literacy training or a basic skills upgrade, they begin a ten week training program in the Employability Skills Center before actual skill training or job placement.

Several support services are provided the client including Woman to Woman special mini-seminars; Women's Forum (an all day program of seminars and a social service agency fair); job readiness such as self esteem, motivation and dressing for success, and transportation assistance from set aside funds can be provided when needed.

Students are then assisted in obtaining financial aid to continue their education and are assisted with pre-employment skills such as completing job applications, resumes, interviewing skills and job search. Many students have been enrolled concurrently with area university cooperative enrollment college credits while attending COAVT.

The final phase of the program includes intensive interviewing, including an interview day with outside industries that come to COAVT. Final job placement is accomplished by a joint effort of the program coordinator, the instructors, and the job placement advisor. Follow up is provided to ascertain that the client is satisfied with the job and is adjusting to the new employment.

Careers Unlimited

The Careers Unlimited program promotes nontraditional and high wage training for women so they will be better able to provide for themselves and their families. Any woman aged 25 or under who is enrolled in a nontraditional or high wage training program may qualify for help with tuition, books, child care, or transportation. Services include career counseling and life skills training.

CAREERS UNLIMITED

"A Woman's Place Is...
Where The Money Is!"

* CRISIS INTERVENTION *

Crisis Intervention counseling is provided on an "as-needed" basis for students who desire assistance in dealing with their particular situation. Typically, the student is either self referred or teacher referred to the counselor for crisis intervention counseling. These crisis situations include, but are not limited to financial problems, legal difficulties, drug/alcohol dependency, domestic violence, rape/date rape, child/sexual abuse, and suicide. Referrals of this nature are given first priority. Often times this initial referral will evolve into an on-going counseling relationship between the student and the counselor.

Should the student need more intensive care than what can be provided on-site at school, then the counselor will make an appropriate referral to a mental health provider. The counselor will continue to work with the student and other agencies to insure a smooth transition. This often times will result in the student being able to continue or to return to their field of training with minimal interruption of the learning process.

CURRICULUM

* SEQUENTIAL COURSES *

Central Tech utilizes direct input from Business and Industry to develop a sequence of courses in all programs to meet future employment needs. Bi-annually over 400 representatives from business and industry are utilized to review curriculum, identify and revise competencies and provide input to instructors to develop effective school-to-work transition activities.

In addition to sequencing courses with direct business and industry input, Central Tech and OSU/Okmulgee have developed articulation and cooperative enrollments in eighteen separate programs.

See Samples: *Articulation/Cooperative Enrollment Course Listing, pgs 42a - c*

88

CENTRAL TECH COURSE LISTING
FOR
ARTICULATION & COOPERATIVE ENROLLMENT AT OSU
1994-95

AUTO MECHANICS

OSU Course No.	Description	CT Course No.	Trimester
AUM 1104	Engine Repair	AUT 106	
AUM 1224	Brakes and Air	AUT 124	

BUSINESS COMPUTER APPLICATIONS

OSU Course No.	Description	CT Course No.	Trimester
OIS 1033	Word Processing	BOE 153	
OIS 1233	Keyboarding I	BOE 103	Fall
OIS 2423	Electronic Publishing I	BOE 213	
OIS 2823	Word Processing II	BOE 253	
CIS 2553	Database for PC	DP 143 & DP 233	Spring
BUSAD 2123	Electronic Spreadsheets	DP 133	Spring
TEC 1273	Information Processing	DP 223	

COMPUTERIZED OFFICE TECHNOLOGY/BUSINESS COMPUTER APPLICATIONS

OSU Course No.	Description	CT Course No.	Trimester
OIS 1033	Word Processing I	BOE 153	
OIS 1193	Desktop Publishing	BOE 213	Spring & Sum
OIS 1233	Keyboarding I	BOE 103	Fall
OIS 1243	Keyboarding II	BOE 114	Spring
OIS 1272	Personal Development	BOE 163	Fall
OIS 1283	Business Communications	BOE 183	
OIS 2403	Machine Transcription	BOE 143	Spring
OIS 2533	Office Procedures	BOE 123	Fall
OIS 2823	Word Processing II	BOE 253	
CIS 2553	Data Base for PC	DP 143 & DP 233	Fall & Spr
BUSAD 2123	Electronic Spreadsheets	DP 133	Spring & Sum
TEC 1273	Information Processing	DP 223	

CARPENTRY

OSU Course No.	Description	CT Course No.	Trimester
BLD 2513	Interior Finishes & Specialties	BLD 213	Summer

*Enrolled after completion of 1st year program.

BEST COPY AVAILABLE

COMMERCIAL ELECTRICITY

OSU Course No.	Description	CT Course No.	Trimester
TEC 1103	Tech. Electronic Principles	EET 153 or EET 243	Fall
EET 2443	Electrical Wiring Methods	EET 153 or EET 243	Spring
EET 2543	Advances Electrical Wiring	EET 223 or EET 263 or EET 293 or EET 103	Summer

COMPUTERIZED OFFICE TECHNOLOGY

OSU Course No.	Description	CT Course No.	Trimester
OIS 1033	Word Processing	BOE 153	Fall
OIS 1233	Keyboarding I	BOE 103	Fall
OIS 1243	Keyboarding II	BOE 114	Fall
OIS 1272	Personal Development	BOE 163	Spring
OIS 1283	Business Communications	BOE 183	
OIS 2403	Machine Transcription	BOE 143	Spring
OIS 2423	Electronic Publishing I	BOE 213	Summer
OIS 2533	Office Procedures	BOE 123	Spring

COMPUTER REPAIR

OSU Course No.	Description	CT Course No.	Trimester
TEC 1273	Information Processing	EFST 122 or EFST 153	Fall
TEC 2703	Technology Programming	EFST 122 or EFST 153	Fall
TEC 1193	Microprocessor Applications	EFST 143	Fall
TEC 1103	Tech. Electronic Principles	EFST 163 or EFST 172	Spring
EET 2433	Micro Computer Systems	EFST 134	Spring

DIESEL MECHANICS

OSU Course No.	Description	CT Course No.	Trimester
DHE 1103	Fundamental Industrial Maint.	DEM 103	
DHE 1393	Wiring Circuits, Charge, Start	DEM 146	

DRAFTING

OSU Course No.	Description	CT Course No.	Trimester
EGT 1106	Engineering Drawing	DRF 105 or DRF 125	Fall
EGT 1216	Machine Drafting & Design	DRF 2406	Spring or Sum
EGT 1123	CAD Concepts	DRF 134	Spring or Sum

ELECTRONICS/TELECOMMUNICATIONS

OSU Course No.	Description	CT Course No.	Trimester
EET 1113	DC Circuit Analysis	EET 113	Fall
EET 1123	AC Circuit Analysis	EET 123	Fall
EET 1203	Electronic Amplifiers	EET 173	Spring
EET 1213	Power Supplies, Filters & Reg.	EET 143	Spring
EET 1323	Digital Electronics	EET 133	Summer

MARKETING AND BUSINESS MANAGEMENT

OSU Course No.	Description	CT Course No.	Trimester
OIS 1273	Personal Development	BOE 163 or OIS 173	Fall
BUSAD 1093	Sales	BUS 193	Fall
BUSAD 1103	Marketing	BUS 103	Spring
BUSAD 1083	Advertising	BUS 183	Spring

OFFSET PRINTING

OSU Course No.	Description	CT Course No.	Trimester
VIS 1113	Intro to Vis. Comm.	PRT 113	Fall
VIS 2413	Application of Computers to Visual Communications	VIS 123	Fall
GAT 1112	Litho Theory & Methods	PRT 114	Summer
GAT 1204	Lithography I	PRT 113	Summer
GAT 1223	Graphic Arts Photography	PRT 125	Spring
GAT 1324	Image Assembly I	PRT 134	Spring
GAT 1354	Lithography II	PRT 290	Summer

ROBOTICS/AUTOMATION

OSU Course No.	Description	CT Course No.	Trimester
TEC 1223	Hydraulics & Pneumatic Prin.	TEC 123	Fall or Spr
EET 1313	Electrical Devices & Controls	EET 193 or EET 183	Fall or Spr
EET 2413	Programmable Logic Controllers	EET 203	Fall or Spr

Revised 3/15/95

* INTEGRATION OF ACADEMIC SKILLS *

Central Oklahoma Area Vocational-Technical School utilizes a number of strategies to blend academic and vocational studies; requiring applied math and science for students in certain vocational courses; using current topics or "themes" in academic and vocational courses; exchanging academic and vocational teachers; and involving business and industry.

Principles of Technology (applied physics) is an integral part of a three-hour daily block in seven courses: electronics, robotics and automation, commercial electricity, air conditioning, auto mechanics, diesel mechanics, cycle mechanics and computer repair. The unique aspect of the program is that the applied physics concepts are taught to one vocational class at a time, and can be geared toward the individual program. This makes the concepts more relevant and applicable.

The Principles of Technology curriculum is published by the Center for Occupational Research and Development, or C.O.R.D., and consists of 14 units. The course is broken down into a two year teaching plan, with seven units covered the first year and seven the second. The units include: Force, Work, Rate, Resistance, Energy, Power and Force Transformers in the first year; while the second year covers Momentum, Waves and Vibrations, Energy Converters, Transducers, Radiation, Optical Systems, and Time Constants. The structure of each unit is to present the topic or concept in each of the four energy systems, mechanical systems, fluid systems, electrical systems and thermal systems. This enables the student to have a complete picture as to "why thing work the way they do".

A technology math lab instructor works directly with the vocational instructor to integrate applied math into six program areas: Auto Mechanics, Diesel Mechanics, Air Conditioning, Robotics, Electronics and Machine Tool Technology. The academic teachers relate math or science concepts to technical skills the students are learning in the occupational areas.

Learning specialists in the school's applied technical skills lab relate all academic studies to vocational instructional areas. For example, specialists working with carpentry students will explain math in terms of "rafter length." The school also uses "centers of concentration" to carry out a theme, such as pollution, in academic and vocational courses: Students study emission control in auto technology, discuss pollution legislation in social studies, examine the dangers of pollution in science, and write English class term papers on pollution.

Team teaching occurs when an academic teacher, a technical lab teacher, and a vocational teacher work together to develop lesson plans and then change places in the classroom for a period of time. Business and industry boost the academic and vocational integration effort by providing examples of job functions that require math, science and communication skills, and by sharing copies of employment tests based on knowledge of math, science, reading and writing. Companies allow students and teachers to "shadow" employees to discover and report what skills a worker needs to succeed on the job.

Even though it is a rural school, COAVTS leads the state in retention of students in vocational programs and in placement of graduates in jobs. As proof that integrated academic and vocational studies contribute to better thinking and problem solving skills, the school had 12 winners in the National Vocational Industrial Clubs of America Skill Olympics in 1994.

* OCCUPATIONAL COMPETENCIES *

Central Tech's instructional administrative staff verify all of their occupational competencies directly with business and industry. Each year the program's placement is reviewed with specific attention given to competencies achieved by students who successfully make the transition from school to work. Each program utilizes occupational competencies that are verified by the instructors and provided to the students upon completion.

* STATE OF THE ART EQUIPMENT *

Through the use of over 400 active business and industry advisory committee members, Central Tech seeks constant input on state of the art equipment necessary for training and placement. As well as advisory committee input, instructors provide information on state of the art equipment needed for future placement needs. Setting placement as a top priority for equipment purchasing, the district constantly updates the programs with state of the art equipment that relates directly to placement.

COAVT instructors have business and industry visitation days where they have the opportunity to visit local industry to observe equipment being used.

TECHNICAL RELATED SKILLS LAB (TRSL)

The Technical Related Skills Lab (TRSL) is a supplemental class for all vocational programs. The TRSL assists vocational instructors in helping students develop a successful future in technical related skills.

Many times students struggle with the basic skills they are taught because they do not see the need. Instructors show the students when they will use these skills on their jobs. As a result, the students see a need to learn, and are more motivated to learn.

Areas of study include:

... Basic Math is covered as it relates to the vocational areas.

... Applied academics give students hands on activities and work place applications for learning math, science and communication skills.

... Computer aided career exploration and preparation for entrance into the work force.

... The TRSL is coordinated by certified instructors. The instructors will provide upon request in-house mini workshops for vocational classes with a wide range of topics. Examples include: motivation, spelling, learning styles, and metrics.

... Individualized instruction to help students with skills needed to succeed in their vocational program. Home school studies and ACT tests are two examples.

Classes are scheduled once or twice a week with flexibility for individual instruction. Admission to this program includes either, vocational program teacher referral or student self-referral.

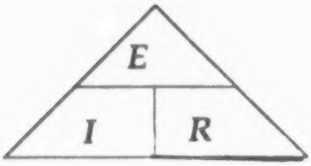
All job readiness skills are taught, including how to fill out a job application, writing a resume, how to conduct yourself during a job interview, and how to keep a job once you have been hired.

The Technical Related Skills Lab staff believes that this specialized curriculum will meet the needs of the students and gives them the extra boost it takes to develop into an employee any prospective employer would be proud to have as a part of their company.

See Sample: *Scenario Problems, pgs 46a-b*

Unifying Equations

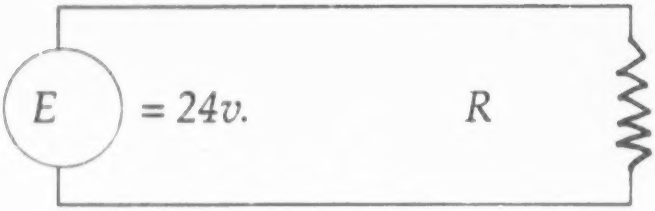
E= IxR



Ohm's Law Triangle

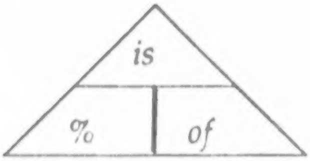
Example: *Commercial Electricity*

Using Ohm's Law, find R in this diagram.



P = 576 Watts

Used for %

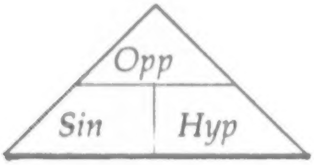


_____% of _____ is ______

Example: *Allied Health*

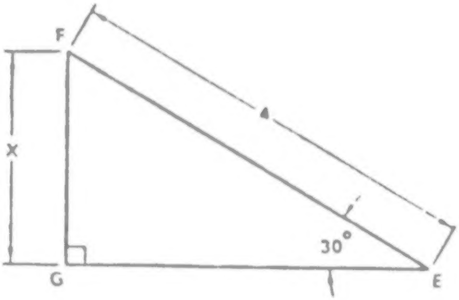
If the 7-3 shift has 68 employuees and 3 are absent, what percent of the staff is on the job?

Used for Trigonometry



Example: *Drafting/Machine Tool*

Find, in inches, the length of side FG.



MATH EXAMPLES

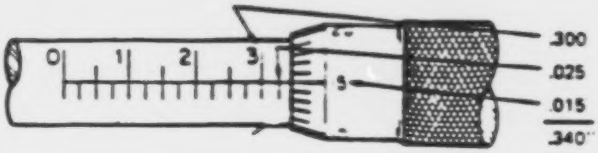
REGULAR USE OF DECIMALS

ADD THE FOLLOWING

2.7
3.5
.8

APPLIED USE

READ THE MICROMETER
(AUTO)


0
1
2
3
5
.300
.025
.015
.340"

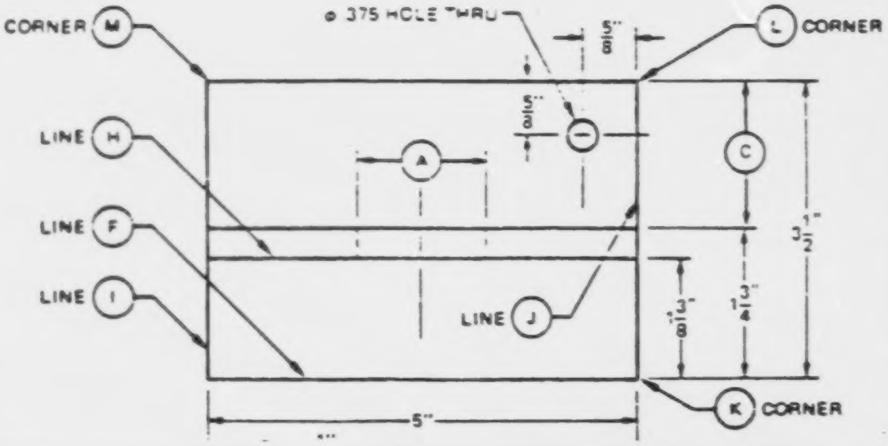
REGULAR USE OF FRACTIONS

ADD THE FOLLOWING

1/2
+ 5/8

APPLIED USE

(WELDING BLUEPRINT)
WHAT IS THE SIZE OF
DISTANCE "C"


CORNER M
Ø .375 HOLE THRU
5/8"
L CORNER
5/8"
LINE H
A
C
LINE F
3 1/2"
LINE I
LINE J
1 3/8"
1 3/4"
K CORNER
5"

METRICS

1L = ______mL

APPLIED HEALTH USE OF METRICS

IF A PATIENT IS TO RECEIVE AN INJECTION OF 1.5 mL OF A MEDICATION, THIS VOLUME SHOULD BE MEASURED BY FILLING A SYRINGE TO THE __________ cc MARKING.

* BUSINESS & INDUSTRY ADVISORY COMMITTEES *

An important component of the success of all vocational programs is an industry advisory committee. This committee is called upon to actually relate the basic concepts to their work situations to confirm the need for the course. Their knowledge, expertise and involvement in developing trainers and labs has been very valuable. They have become an excellent resource for materials not readily available in the classroom, yet needed to make the course more job related.

A school serves the public and, in turn, is supported by it. The school and the community should work together. The school should know what the people want; the people should know what the school is teaching.

Advisory committees provide this necessary communication link. They are made up of representatives, recognized as respected experts in their own fields, who help educational authorities build valuable programs based on the real needs of the community.

Purpose of an Advisory Committee

> The advisory committee provides a link between the school and industry and can advise on the many facets of a vocational program. An advisory committee has no administrative authority and is not created to usurp the authority of boards of education and administrative staffs. Whether such groups are called commissions, councils, boards, or committees, it is important to remember that they serve in the advisory capacity.

> A committee can assist in establishing a two-way system of communication: informing the school of the needs of industry and informing the industry of the services which the school can provide. An important factor which determines the attitude of employer and employee groups is the extent to which they are informed and consulted about a training program.

> A committee is organized to assist in making a vocational education program as efficient and effective as possible in order that industry and students are served to the greatest advantage.

Length of Membership

The terms of committee members may be for one year or longer, with staggered termination dates to allow for continuity. Provisions are made for replacements, so there will always be experienced members serving on the committee. Members may be recommended for reappointment after completing their term in office.

Functions of an Advisory Committee

The functions of an advisory committee shall include, but not be limited to. active involvement in the following:

1. Determine training needs.
2. Establish standards for the selection of students.
3. Suggest course content and length.
4. Make recommendations on equipment, instructional materials, and establishing specifications for training areas.
5. Promote public relations and publicity relative to the program.
6. Assist in placement of students.
7. Make suggestions on "live work" projects to be used to enhance occupational objectives.
8. Make recommendations for program budget, i.e., instructional materials, equipment, etc.
9. Assist in vocational student organization activities.

Responsibilities of a Program Advisory Committee Member

Each advisory committee member is expected to:

- ✓ Attend meetings regularly, participate in the committee discussions and serve on sub-committees when requested;
- ✓ Study carefully any problems that come before the advisory committee;
- ✓ Keep *Project ACCESS* informed of new industry developments pertaining to their program; and
- ✓ Conduct an annual program evaluation of the facilities, curriculum, faculty and quality of instruction.
- ✓ Advise on the development, operation, and evaluation of the vocational member program, so students may benefit from a quality program.
- ✓ All advisory committees will meet in formal, minute-recorded sessions a minimum of twice a year. (One meeting should be held prior to December 1 and the second meeting prior to May 15. Other meetings are to be scheduled at the discretion of the *Project ACCESS* staff.)

* EFFECTIVE INSTRUCTION *

Central Tech's program effectiveness is based on the Effective Teaching Criteria:

Minimum Criteria For Effective Teaching Performance

I. Practice

- A. Teacher Management Indicators
  - 1. Preparation
    The teacher plans for delivery of the lesson relative to short-term and long-term objectives.
  - 2. Routine
    The teacher uses minimum class time for non-instructional routines thus maximizing time on task.
  - 3. Discipline
    The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).
  - 4. Learning Environment
    The teacher establishes rapport with students and provides a pleasant, safe and orderly climate conductive to learning.

- B. Teacher Instructional Indicators
  - 1. Establishes Objectives
    The teacher communicates the instructional objectives to students.
  - 2. Stresses Sequence
    The teacher shows how the present topic is related to those topics that have been taught or that will be taught.
  - 3. Relates Objectives
    The teacher relates subject topics to existing student experiences.
  - 4. Involves All Learners
    The teacher uses signaled responses, questioning techniques and/or guided practices to involve all students.
  - 5. Explains Content
    The teacher teaches the objectives through a variety of methods.
  - 6. Explains Directions
    The teacher gives directions that are clearly stated and related to the learning objectives.
  - 7. Models
    The teacher demonstrates the desired skills.
  - 8. Monitors
    The teacher checks to determine if students are progressing toward stated objectives.

9. Adjusts Based on Monitoring
   The teacher changes instruction based on the results of monitoring.
10. Guides Practice
   The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.
11. Provides for Independent Practice
   The teacher requires students to practice newly learned skills without the direct supervision of the teacher.
12. Establishes Closure
   The teacher summarizes and fits into context what has been taught.

II. Products

A. Teacher Product Indicators
1. Lesson Plans
   The teacher writes daily lesson plans designed to achieve the identified objectives.
2. Student Files
   The teacher maintains a written record of student progress.
3. Grading Patterns
   The teacher utilizes grading patterns that are fairly administered and based on identified criteria.

B. Student Achievement Indicators
   Students demonstrate mastery of the stated objectives through projects, daily assignments, performance and test scores.

In addition, instructors periodically present a "mock" lesson to their colleagues using effective teaching practices. This lesson is video-taped and then critiqued by a "mentor" colleague.

* COMPETENCY TESTING *

The Oklahoma system of measures and standards gives local schools the responsibility for addressing the Carl Perkins requirement of ***measuring student learning and competency gains***. The state's approach to measuring student gains is based on two key techniques:

1) ***pretest/posttest testing*** methodology
2) calculating a measure called ***modified percent gain scores***

Occupational tests, which consist of both written and performance portions, provide a measure of student competency at program completion. This measure is of primary interest to employers who are interested in the job-related knowledge and skills of potential employees.

Oklahoma's measure of competency attainment will be coordinated at the state level. Advantages of a statewide competency assessment/credentialing system include:

- Aligning with industry requirements across the state
- Assisting with student placement
- Standardizing occupational competencies taught in individual programs
- Allowing for a state-recognized system of credentialing competent completers
- Providing students with a variety of occupational test alternatives within each program
- Assessing both cognitive and psychomotor skills
- Providing individual results and group test analyses
- Fostering secure and standardized test administration processes

* VOCATIONAL STUDENT ORGANIZATIONS / LEADERSHIP DEVELOPMENT *

Central Tech students are encouraged to participate in leadership development through Vocational Student Organizations:

- Vocational Industrial Clubs of America (VICA) The Oklahoma VICA Association is one of the nation's strongest with over 9,000 members striving for self-improvement through scholarship, citizenship, and participation in school and community activities. VICA promotes high standards in trade ethics, workmanship, scholarship and safety. The organization is the tool used to develop the ability of students to plan organize, and carry out worthy activities and projects through the democratic process.
- Distributive Education Clubs of America (DECA) The purpose of DECA is to develop occupational competencies in the field of marketing and management and to promote understanding and appreciation of our free enterprise system. Oklahoma was one of 17 charter state organizations when DECA was organized in 1947. DECA is the tool used by teacher-coordinators to motivate inspire teach and recognize young people in unique ways.
- Health Occupations Students of America (HOSA) Oklahoma became the third state in the nation to form an organization for students in the health occupations field. HOSA helps students acquire the knowledge skills and behaviors essential in planning for a career in the health occupations field to encourage leadership development.
- Future Business Leaders of America (FBLA)/Phi Beta Lambda (PBL) FBLA is the national vocational student organization for secondary students, and PBL is for post-secondary/collegiate students who are studying business and office occupations and who are looking forward to careers in the business world. In Oklahoma over 8,000 students are active in the organizations. FBLA/PBL members are given the opportunity for close contact with successful businessmen and women and serves to strengthen the confidence of America's young men and women in themselves and their work and to create more interest and understanding in the intelligent choice of business occupations.

<<<<<>>>>>

National Vocational-Technical Honor Society - Recognizes outstanding vocational-technical students for good grades, attendance, behavior and involvement in community and school. Criteria for admission include:

- Semester grade of "A" in the Vo-tech class
- Semester average of "B" at the home school (high school students)
- 97% attendance or better
- No probationary actions
- Member of local, state and national vocational student organization
- Participates in community/school service projects
- Instructor recommendation

See Sample Recruitment Poster, pg 54L

* EMPLOYABILITY SKILLS CENTER *

The Employability Skills Center provides: Assessment, Academic Upgrade (reading/math/vocabulary skills), Basic Skills (math, language, computer skills, human relations/jobology), and GED Preparation.

Students are scheduled for assessment at the Employability Skills Center (ESC) from various agencies: Central Tech, JTPA, DHS, Dislocated Worker, Worker's Compensation Insurance, Vocational Rehabilitation, etc. A student may also be self-paying. Students are assessed for achievement, aptitudes, interests and GED readiness.

Students are referred to classroom training, on-the-job training, or other services through sponsoring agencies if their assessment shows no need for Academic Upgrade, Basic Skills upgrade, GED preparation, or employability skills training.

Students are accepted into the center upon completion of the necessary assessment process and after an approval has been received from the sponsoring agency. A student not sponsored by an agency may enter the ESC as a self paying student.

Students identified from the assessment process by the Coordinator as needing academic upgrade, basic skills training, GED preparation, and/or employability skills training are referred to ESC.

Academic Upgrade

The Academic Upgrade program (formerly Literacy Upgrade) includes reading, reading comprehension, math and spelling. This program is an open entry program with entry dates scheduled to coincide with the Basic Skills entry and/or the second and fourth Monday of each month when space is available.

Basic Skills

The Math program consists of basic math and includes addition, subtraction, multiplication, division, fractions, decimals, percents, geometry, and algebra.

The Language program covers capitalization, punctuation, grammar usage, sentence structure, and essay writing.

The Human Relations/Jobology (employability skills) portion of the program includes job seeking/keeping skills, job application, resume writing, interviewing skills, life management, communication skills, self assessment, and self esteem.

Upon completion of the ESC program, the students are post tested to determine improvement and a referral is made to the appropriate counselor or agency for further training or job placement. The Basic Skills program is a ten week program and has pre-scheduled input dates.

Assessment is provided for all post-secondary students. Assessment includes Differential Aptitude Test, Test of Adult Basic Education, Career Search, BETA-II, and Pre-GED if needed. Students are provided the opportunity to improve in the areas of academic and social skills.

* JOB READINESS CURRICULUM *

Work ethics are included in the Job Readiness Curriculum, ie., How To Keep Your Job; You Didn't Get The Job; Changing A Job Successfully.

Professional modeling by instructors helps students learn by example what is expected in their selected business or industry.

All graduating students have the opportunity to attend the Job Readiness Workshop. This is designed to prepare students to understand how to look for employment. The curriculum is constantly growing and changing to accommodate industry. The basic information for each workshop is the same, but examples used will depend on which class is involved. For example, students in Health Occupations will see examples of resumes and job applications from the health field. One reason the workshop is successful, is the constant dialogue between industry and vocational instructors.

Instructors maintain a Job Readiness Class Attendance Roster; prepare students for completing applications; assist students with resumes; and strengthen interview skills. Students are also asked to evaluate the Job Readiness Curriculum.

See Samples: *Job Readiness Class Attendance Roster, pg 54a*
Job Readiness Workshop Outline, pg 54b
Top 27 Occupational Survival Skills, pg 54c
Student Resume, 54d
References Worksheet, pg 54f
Resume Worksheet, pg 54g
Common Interview Questions, pg 54h
Questions You Could Ask During An Interview, pg 54j
Job Readiness Workshop Evaluation, pg 54k

JOB READINESS CLASS ATTENDANCE ROSTER

Date: ____________________ Time: ________________

st es	2nd Ses	Student's Name	Program of Study	Appl	Resume Work Sheet	Final Draft

JOB READINESS WORKSHOP

Class: ____________________

Instructor: ____________________

Workshop Dates: ____________________

Possible Areas Covered in Job Readiness Workshop

I. Employability Inventory
   A. Student Evaluation
   B. Goal Identification

II. Job Market Research
   A. Who's Who Among Employers
   B. Job Search Avenues
   C. Contacting Employers

III. Placement Process
   A. Job Application
   B. Cover Letter
   C. Resume
   D. Interview
   E. Follow-up

IV. The Work World
   A. How to Keep Your Job
   B. You Didn't Get The Job
   C. Changing A Job Successfully

◆

Responsibility of Workshop:

✓ Expose students to areas of job readiness curriculum as selected by classroom instructor.

✓ Provide free professional quality resume for all graduating students who supply necessary information.

✓ First year students who will not be graduating may have a professional resume prepared by Computerized Office Technology for $1.00.

✓ Organize *Interview Day* from industry contacts supplied by classroom instructor.

✓ Provide each student with a grade for workshop.

Responsibility of Instructor:

✓ Provide an example of a "good" resume for your specific area.

✓ Continue to expose students to job readiness skills. (Four hours of instruction is a very short amount of time to cover this content.)

✓ Supply a list of industry representatives to use for *Interview Day*. (At least three names.)

TOP 27 OCCUPATIONAL SURVIVAL SKILLS

A needs assessment was conducted which resulted in a list of over 500 skills necessary for workers to be employable. An analysis of this list by over 300 persons in the labor market resulted in 27 basic skills which are necessary for minimum acceptable performance in an occupation.

1. Punctuality
2. Dependability
3. Getting Along with Others
4. Working as a Team Member
5. Organizing the Work Activities of Others
6. Understanding Written Information
7. Basic Writing Skills
8. Basic Speaking Skills
9. Being Neat and Clean in Appearance
10. Maintaining Good Health
11. Knowing Your Strengths and Weaknesses
12. Giving an Honest Day's Work
13. Loyalty to Your Organization
14. Making Independent Decisions
15. Using Initiative and Imagination
16. Knowing What is Expected
17. Basic Arithmetic Skills
18. Knowing How to Use Materials and Equipment
19. Locating Information
20. Having Specialized Training
21. Knowledge of Operating Procedures
22. Following Instructions
23. Working Without Close Supervision
24. Working Under Pressure
25. Adjusting to Work Situations
26. Managing
27. Following Safety Regulations

Source: Dr. Michelle Sarkees, University of North Texas

SUSAN SAMPLE

111 East Broadway
Anywhere, OK 74030
(918) 000-0000

EDUCATION:

Central Oklahoma Area Vocational Technical School
3 CT Circle
Drumright, Oklahoma 74030
Course of Study: Commercial Electricity

OSU/Okmulgee
Okmulgee, Oklahoma 74447
Course of Study: Commercial Electricity

SKILLS & ABILITIES:

- Domestic Wiring
- Commercial Wiring
- Bending Conduit
- Motor Controllers
- Hydrogen Sulfide Gas Certified
- Electrical Safety Skills
- CPR & First Aid Skills

EMPLOYMENT HISTORY:

1977-1992
Conoco, Inc.
Oklahoma City, Oklahoma 73124
Position: Head Production Operator
Responsibilities: Completed operations and inspection reports and kept environmental status of producing wells. Maintained and operated an oil field lease facility in an efficient and environmentally safe manner.

HONORS:

Worked 15 years without a lost time accident
Compiled 14 plus years safe driving award

REFERENCES AVAILABLE UPON REQUEST

SUSAN SAMPLE
111 East Broadway
Anywhere, OK 74030
(918) 000-0000

REFERENCES

Sam Boss, Commercial Ellectricity Instructor
Central Oklahoma Area Vocational Technical School
3 CT Circle
Drumright, Oklahoma 74030
(918) 352-2551, Extension 225

John Jones, Electrician
Conoco Inc.
1000 South Pine
Ponca City, Oklahoma 74602

I. Lean Wright, Inspector
Conoco Inc.
1000 South Pine
Ponca City, Oklahoma 74602

I.M. Sad, Owner/Operator - Retired
Service Company
Ranchdrive, West of City
Ponca City, Oklahoma 74601

REFERENCES

1. Instructor's Name: ______________________________

Central Tech
3 CT Circle
Drumright, Oklahoma 74030
(918) 352-2551

2. Name: ______________________________

Title: ______________________________

Address: ______________________________

Area Code & Phone Number ______________________________

3. Name: ______________________________

Title: ______________________________

Address: ______________________________

Area Code & Phone Number ______________________________

4. Name: ______________________________

Title: ______________________________

Address: ______________________________

Area Code & Phone Number ______________________________

NAME: ______________________________

Mailing Address: ______________________________

City, State & Zip: ______________________________

Area Code & Telephone Number or Message Phone: ______________

EDUCATION:	Central Tech 3 CT Circle Drumright, Oklahoma 74030 Course of Study: ____________________ ____________________ High School ____________, ________, ________ (City) State (Zip)
KEYWORDS:	● ____________ ● ____________ ● ____________ ● ____________ ● ____________ ● ____________ ● ____________ ● ____________
WORK EXPERIENCE:	1. Name of Employer: ____________ Address: ____________ City: ____________ Supervisor: ____________ Responsibilities: ____________ Dates of Employment: ____________ 2. Name of Employer: ____________ Address: ____________ City: ____________ Supervisor: ____________ Responsibilities: ____________ Dates of Employment: ____________ 3. Name of Employer: ____________ Address: ____________ City: ____________ Supervisor: ____________ Responsibilities: ____________ Dates of Employment: ____________
HONORS AWARDS & ACTIVITIES	____________________ ____________________ ____________________ ____________________

COMMON INTERVIEW QUESTIONS

1. What type of position are you interested in?
2. Why should I employ you?
3. What pay do you expect?
4. What types of work have you done?
5. Why do you want to work for our company?
6. Explain your last job.
   (What did you like best about your job?)
   (What did you like least about your job?)
7. Why did you leave your last job?
8. Tell me about yourself?
9. When could you start to work?
10. Do you have any questions about the company or job?
11. If I called a former employer and asked them about you as a worker, what would they tell me?
12. How has your training prepared you for this job?
13. Tell me about your past jobs. (What did you do in each?)
14. Which of your past jobs did you enjoy most? Why?
15. Why did you leave your past jobs?
16. Describe your greatest accomplishments in your past jobs.
17. What are your biggest failures? What did you learn from them?
18. How have your past jobs prepared you for this position?
19. What were the good and bad features of your last job?
20. How do you think you present boss (subordinates, co-workers) would describe you?
21. Why are you interested in this position?
22. How would you describe the ideal job?
23. How would you define success?
24. What things are most important to you in a career?
25. In your own words, how would you describe yourself?

26. What are your greatest strengths? Your greatest weaknesses?
27. What things give you the greatest satisfaction?
28. Do you prefer working alone or with others?
29. How do you work under pressure?
30. What are the most important features of your personality?
31. Are you a leader? (a creative person? a problem solver?) Give examples.
32. Why are you interested in this particular job? Our company?
33. What can you contribute to this job? Our company?
34. Why should we hire you?
35. What part of this job do you think would be most difficult?
36. Which is more important to you, the money or the type of job?
37. What do you consider to be your greatest strengths?
38. What do you consider to be your greatest weaknesses?
39. How would you describe yourself?
40. How do you think a friend who knows you well would describe you?
41. What motivates you to put forth your greatest effort?
42. What two or three accomplishments have given you the most satisfaction? Why?
43. In what kind of work environment are you most comfortable?
44. How do you work under pressure?
45. Why did you decide to seek a position with this company?
46. What two or three things are most important to you in your job?
47. What do you know about our company?
48. What major problem have you encountered and how did you deal with it?
49. What have you learned from your mistakes?
50. What is the greatest challenge you ever faced?

QUESTIONS *YOU* COULD ASK DURING AN INTERVIEW

1. If hired, would I be filling a newly created job, or replacing someone?
2. Would you describe a typical work day and the things I would be doing?
3. What duties are most important for this job? Least important?
4. How would I be trained or introduced to the job?
5. How does this job contribute to the company?
6. What are the department's goals for the year?
7. Who are the other people I'd be working with and what do they do?
8. Can someone in this job be promoted? If so, to what position?
9. How will I get feedback on my job performance?
10. If hired, would I report directly to you, or to someone else?
11. What major markets does this company compete in?
12. Are sales up or down over last year?
13. If you were to offer me this job, where could I expect to be in five years?
14. Could you give me a tour, I would enjoy seeing where your people work?
15. May I call you if I think of any additional questions?
16. May I have one of your business cards?

JOB READINESS WORKSHOP EVALUATION

DATE: ______________________________

STUDENT'S PROGRAM OF STUDY: ____________________

Answer questions 1-7 using a scale from 1-5: **5=highest and 1=lowest.**

1. Do you feel the material presented in the workshop will assist you in your job search?

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

2. How well was the material presented?

   1._____ 2. _____ 3. _____ 4. _____ 5. _____

3. If homework was assigned, do you think it was helpful in preparing you for the job search?

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

4. Were the handouts used appropriate?

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

5. Did the audio-visual materials contribute to the presentation?

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. Were the classroom facilities, combination of students, and number in the class satisfactory?

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

7. Was the presentation of material at the right level for good understanding?

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

   Was the level too high? _______
   Was the level too low? _______

Please complete the remaining questions by adding your comments regarding the workshop.

8. What material did you enjoy the most?

   ____

   What material did you enjoy the least?

   ____

9. Is there something that should have been added to the presentation?

   ____

10. What would you have changed in the classroom?

    ____

...I THINK I CAN
...I THINK I CAN
...I CAN

Become a member of the Central Tech National Vo-Tech Honor Society!!!

APPLY NOW!

Any High School or Post-Secondary student enrolled in an occupational program with

- Semester grade of "A" in your vo-tech class,
- Semester average of "B" at your home school (high school students),
- 97% attendance or better,
- No probationary actions,
- Member of local, state and national vocational student organization,
- Participate in community/school service project.

RECEIVE RECOGNITION FOR YOUR GOOD GRADES... GOOD ATTENDANCE...GOOD BEHAVIOR AND INVOLVEMENT IN COMMUNITY AND SCHOOL!

Visit with your instructor or counselor.

Apply now for admission

National Vocational Technical Honor Society

APPLIED LEARNING

* TECH PREP *

The Tech Prep Consortium was formed by Sapulpa, Bristow, and Morris school districts in cooperation with Central Oklahoma Area Vocational School and Oklahoma State University. Representatives from each institution and area business and industry are constantly working together to create a Tech Prep plan for our students.

Tech Prep is an educational plan which prepares students for new and exciting, technologically advanced careers. It focuses on applied academics in high school to give students the basic knowledge they need to prepare for future careers. Applied academics gives students hands-on activities and workplace applications for learning math, science and communication skills. The courses are more effective than the traditional "lecture and learn" method because they relate academics to problems students encounter each day.

Tech Prep helps students by giving them more choices instead of a single track. It gives students what they need to be employable or to continue their education after high school graduation.

Components of the Tech Prep program include: Four years in high school with technical education recommended; Two years of continuing education after high school; Two years of education at a baccalaureate granting university; and Students may exit at any point with skills which will give them a better opportunity for a higher paying job.

CENTRAL VO-TECH • BRISTOW • MORRIS • SAPULPA

tech prep

OSU-OKMULGEE • OSU-STILLWATER • BUSINESS-INDUSTRY

"World-Class Graduates...For A World-Wide Market!"

* ON-THE-JOB-TRAINING *

Students are eligible for On-The-Job-Training during the last quarter of their program. They must have good attendance and instructor approval.

A Memorandum of Training Plan and OJT Plan is completed for each student.

See Samples: *Central Tech Memorandum of Training Plan for Secondary Students, pg 56a*
OJT Training Plan, pg 56b
Central Tech Memorandum of Training Plan for Adults, pg 56c
OJT Training Plan, pg 56d

Information is collected from Instructor, the Employer and the Student during OJT that is utilized by both the Transition Facilitator and the Employment Specialist to provide input for future successful OJT experiences.

Form I: EMPLOYER RATING OF STUDENT'S ON-THE-JOB TRAINING

This form is to be completed by the Employer after the student has completed his/her on-the-job training (OJT). The form consists of identification information and a likert scale rating of the student's OJT skills, attitudes and vocational education.

Form IA: STUDENT ON THE JOB TRAINING RATING SCALE

This form is to be completed by the Student before graduation and after he/she has completed OJT. The form consists of identification information and questions concerning the student's OJT experiences and vocational assistance.

Form IB: INSTRUCTOR RATING OF STUDENT

This form is to be completed by the Vo-Tech Course Instructor. The form consists of identification information and a likert scale rating of the student's job skills and work attitude in the classroom.

See Samples: *Employer Rating of Student's On-The-Job-Training, pg 56e*
Student On-The-Job-Training Rating Scale, pg 56f
Instructor Rating of Student, pg 56g

CENTRAL TECH
MEMORANDUM OF TRAINING PLAN for SECONDARY STUDENTS

Training Supervisor: ______________________________

Supervisor's Name: ______________________ Phone: ____________

Address: ______________________________

Student Trainee: ____________________ Home Address: ____________

Parent Guardian: ____________________ Home Address: ____________

Business Address: ______________________ Phone: ____________

Course Title: ______________________________

Occupational Objective: ______________________________

Training Period: ____________________ / ____________________
starting date completion date

****

On the job training is an active part of our educational system at Central Tech. The Central Tech instructor and training station supervisor will work together on matters concerning the further development of each student's occupation. At intervals the instructor will observe the student-trainee on the job and contact the supervisor to assure successful progress.

On-The-Job Requirements: The student will report to the work station on time each day. If the student is sick and unable to go to work the student will notify the training station supervisor before the scheduled reporting time.

Training Station Supervisor: During on-the-job training the supervisor will assume full responsibility for providing the student with the training outlined on the reverse side of this page. The supervisor will also keep a record of the student's attendance while on-the-job training.

Central Tech Instructor: The instructor is responsible for certifying that the student has met the requirements of the program and is capable of doing the outlined training.

Parents: During the on-the-job training the parent/guardian will assume full responsibility for the student's actions both on the job and during transit.

OJT TRAINING PLAN

Competencies To Be Taught	Completed

It is further understood that the training station does not discriminate against any individual on the basis of race, color, religion, national origin, sex, disability, or veteran status in employment and operation of this business.

We the undersigned, indicate by signing our names that we have read and understood the purpose and intent of this cooperative project and of this memorandum of training plan.

Training Station Supervisor

Local School Principal

Parent/Guardian

Central Tech Instructor

Central Tech Official

CENTRAL TECH
MEMORANDUM OF TRAINING PLAN for ADULTS

Training Station:

Supervisor's Name: Phone:

Address:

Student Trainee: Home Address:

Business Address: Phone:

Course Title:

Occupational Objective:

Training Record: /
starting date completion date

* * *

On the job training is an active part of our educational system at Central Tech. The Central Tech instructor and training station supervisor will work together on matters concerning the further development of each student's occupation. At intervals the instructor will observe the student-trainee on the job and contact the supervisor to assure successful progress.

On-The-Job Requirements: The student will report to the work station on time each day. If the student is sick and unable to go to work the student will notify the training station supervisor before the scheduled reporting time.

The student will submit a report each week on the progress towards completing the skills outlined on the reverse side of this plan. During the on-the-job training the student will assume full responsibility for all actions both on the job and during transit.

Training Station Supervisor: During on-the-job training the supervisor will assume full responsibility for providing the student with the training outlined on the reverse side of this page. The supervisor will also keep a record of the student's attendance while on-the-job training and report the progress of the student to the instructor.

Central Tech Instructor: The instructor is responsible for certifying that the student has met the requirements of the program and is capable of doing the outlined training.

The instructor is responsible for contacting the training station supervisor each week to determine the progress of the student. The instructor must make the arrangements for the training station and identify the competencies to be taught at the training station.

OJT TRAINING PLAN

Competencies To Be Taught	Completed

It is further understood that the training station does not discriminate against any individual on the basis of race, color, religion, national origin, sex, disability, or veteran status in employment and operation of this business.

We the undersigned, indicate by signing our names that we have read and understood the purpose and intent of this cooperative project and of this memorandum of training plan.

Training Station Supervisor	Central Tech Director
Student Trainee	Central Tech Instructor

EMPLOYER RATING OF STUDENT'S ON-THE-JOB-TRAINING

Form I

Date____________________

Student's Name ____

Company Name____

Company Address____

City, State, Zip____

Duties____

Supervisor's Name____

Telephone Number (   ) ________________________

Please complete the following items:

	Excellent	Above Average	Average	Below Average	Poor
STUDENT'S ON-THE-JOB-TRAINING SKILLS:					
1. Math, reading and communication.	5	4	3	2	1
2. Specific job-related knowledge (theory, know-how).	5	4	3	2	1
3. Correct use of tools and equipment.	5	4	3	2	1
4. OVERALL RATING OF TECHNICAL KNOWLEDGE	5	4	3	2	1
STUDENT'S ON-THE-JOB-TRAINING ATTITUDE:					
5. Dependability (reliability, honest, integrity).	5	4	3	2	1
6. Attitude toward work (enthusiasm, interest, desire).	5	4	3	2	1
7. Cooperation (working with others, following policy).	5	4	3	2	1
8. Initiative (working without supervision).	5	4	3	2	1
9. Adaptability (adjusting to task, situation, new technology).	5	4	3	2	1
10. Housekeeping (Maintenance of tools, equipment, work area).	5	4	3	2	1
11. Safety consciousness (observes safety rules).	5	4	3	2	1
12. Work attendance (being on the job and on time).	5	4	3	2	1
13. OVERALL RATING OF WORK ATTITUDE.	5	4	3	2	1
14. OVERALL RATING OF WORK QUALITY.	5	4	3	2	1
15. OVERALL RATING OF AMOUNT OF WORK PRODUCED.	5	4	3	2	1
VOCATIONAL TRAINING EVALUATION:					
16. What is your overall rating of the student's vocational training as it relates to his/her job?	5	4	3	2	1
17. How would you rate the effectiveness of the Vo-tech liaison?	5	4	3	2	1
18. How would you rate the student's vo-tech training compared to non-vo-tech graduates?	5	4	3	2	1
19. Is there an opportunity for job placement?	5	4	3	2	1

If so, what additional training will be needed? ____

____

COMMENTS:____

____

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STUDENT ON-THE-JOB TRAINING RATING SCALE

Form IA

Date________________________

Student's Name ____

Company Name____

Company Address____

City, State, Zip____

Telephone Number (   ) ____________________________________

Supervisor's Name____

CURRENT ON-THE JOB-TRAINING (OJT) STATUS:

_____ Employed full-time (at least 35 hours per week). How many hours per week? _________

_____ Employed part-time (less than 35 hours per week). How many hours per week? _________

_____ ROTC.

_____ Is this your first OJT assignment? _____Yes _____No

If not, where were you before?________________________________

1. What are your Job Duties?____

____

2. What is your Job Title?____

3. Is your job related to your Vo-Tech classes?

_____Yes, directly related. _____No, it is not related at all.

4. Are you currently being paid? _____Yes _____No

$_________ per: (_____hour) (_____week) (_____month) (_____year)

5. Did the Vo-Tech staff help you find a job? _____Yes _____No

6. Did the Vo-Tech staff help you in other ways? _____Yes _____No

If yes, how?____

____

INSTRUCTOR RATING OF STUDENT

Form IB

Date____________________

Student's Name ____________________

Course ____________________

Instructor's Name ____________________

Telephone Number (   ) ____________________

Please complete the following items:

	Excellent	Above Average	Average	Below Average	Poor
STUDENT'S JOB SKILLS:					
1. Math, reading and communication.	5	4	3	2	1
2. Specific job-related knowledge (theory, know-how).	5	4	3	2	1
3. Correct use of tools and equipment.	5	4	3	2	1
4. OVERALL RATING OF TECHNICAL KNOWLEDGE	5	4	3	2	1
STUDENT'S WORK ATTITUDE:					
5. Dependability (reliability, honest, integrity).	5	4	3	2	1
6. Attitude toward work (enthusiasm, interest, desire).	5	4	3	2	1
7. Cooperation (working with others, following policy).	5	4	3	2	1
8. Initiative (working without supervision).	5	4	3	2	1
9. Adaptability (adjusting to task, situation, new technology).	5	4	3	2	1
10. Housekeeping (Maintenance of tools, equipment, work area).	5	4	3	2	1
11. Safety consciousness (observes safety rules).	5	4	3	2	1
12. Work attendance (being on the job and on time).	5	4	3	2	1
13. OVERALL RATING OF WORK ATTITUDE.	5	4	3	2	1
14. OVERALL RATING OF WORK QUALITY.	5	4	3	2	1
15. OVERALL RATING OF AMOUNT OF WORK PRODUCED.	5	4	3	2	1

COMMENTS:____________________

____

JOB PLACEMENT

A placement specialist assists students in locating employment by sharing job leads and going over techniques for finding jobs. The placement specialist acquires job leads through calling on business and industry, contacts through Chamber of Commerce and civic organizations and word of mouth from employers who have employed COAVT students.

When calling on Businesses who have hired COAVT students, the placement specialist checks on the students progress and may even ask the employers what ways COAVT could improve our training programs. Also, job leads are acquired from contacts made by instructors on Industry Visit Day.

See Samples: *Industry Visit Form, pg 57a*
Central Vo-Tech Student Job Placement card,
in your information packet

Additional assistance is available for the students through the Career Center. Students can actually look for a job through a job data bank and consult with a placement specialist. Phone scenarios help when students call employers to inquire about job openings or to set up an appointment for an interview.

The Career Center allows students to utilize current Job Readiness Information, Job Announcements and Interest Surveys.

Equipment is available to help students in their job search. (Computer, printer, typewriter, phone books and phone.) In addition, Central Tech is a member of the National Association of Job Search Trainers and the Job Search Network.

INDUSTRY VISIT FORM

Date: ______________________

Instructions: Please complete this form for each person or industry you contact.

Company Name: ____

Address: ____

Contact Person: ____

Phone: ____

Type of Industry: ____

Number of Employees: ____

Approximate number of new employees hired each year: ______________________

Will they be hiring this spring? ______________________________________

When should you contact them about a job interview for your students:

____

____

Comments: ____

____

____

____

Instructor's Signature

FOLLOW-UP SERVICES

Follow-up on each graduating student is conducted officially once a year to determine if and a student is working. Instructors are responsible for locating previous students.

Information is collected from the Employer and the Employee after a student is placed. The information is utilized by the Employment Specialist to provide input for future vocational training and successful placements.

Form II: **EMPLOYER RATING OF EMPLOYEE**

This form is to be completed by the Employer The form consists of identification information and a likert scale rating of the employee's job skills, attitude and vocational training. The employer will be asked to complete this form after the employee has been on the job six (6) months and at a later date to assist with the tracking process.

Form IIA: **EMPLOYEE RATING SCALE**

This form is to be completed by the Employee. The form consists of identification information and questions concerning educational status, employment status, job satisfaction and vocational training. The employee will be asked to complete this form after the employee has been on the job six (6) months and again at a later date as part of the tracking process.

See Samples: *Employer Rating of Employee, pg 58a*
Employee Rating Scale, 58b

EMPLOYER RATING OF EMPLOYEE

Form II

Date ____________________

Employee's Name ____________________

Company Name ____________________

Company Address ____________________

City, State, Zip ____________________

Duties ____________________

Supervisor's Name ____________________

Telephone Number (   ) ____________________

Please complete the following items:

	Excellent	Above Average	Average	Below Average	Poor
EMPLOYEE'S JOB SKILLS:					
1. Math, reading and communication.	5	4	3	2	1
2. Specific job-related knowledge (theory, know-how).	5	4	3	2	1
3. Correct use of tools and equipment.	5	4	3	2	1
4. OVERALL RATING OF TECHNICAL KNOWLEDGE	5	4	3	2	1
EMPLOYEE'S WORK ATTITUDE:					
5. Dependability (reliability, honest, integrity).	5	4	3	2	1
6. Attitude toward work (enthusiasm, interest, desire).	5	4	3	2	1
7. Cooperation (working with others, following policy).	5	4	3	2	1
8. Initiative (working without supervision).	5	4	3	2	1
9. Adaptability (adjusting to task, situation, new technology).	5	4	3	2	1
10. Housekeeping (Maintenance of tools, equipment, work area).	5	4	3	2	1
11. Safety consciousness (observes safety rules).	5	4	3	2	1
12. Work attendance (being on the job and on time).	5	4	3	2	1
13. OVERALL RATING OF WORK ATTITUDE.	5	4	3	2	1
14. OVERALL RATING OF WORK QUALITY.	5	4	3	2	1
15. OVERALL RATING OF AMOUNT OF WORK PRODUCED.	5	4	3	2	1
VOCATIONAL TRAINING EVALUATION:					
16. What is your overall rating of the employee's vocational training as it relates to his/her job?	5	4	3	2	1
17. How would you rate the effectiveness of the Vo-tech liaison?	5	4	3	2	1
18. How would you rate the employee's vo-tech training compared to non-vo-tech graduates?	5	4	3	2	1
19. Is there an opportunity for the employee to advance?	5	4	3	2	1

If so, what additional training will be needed? ____________________

____

COMMENTS: ____________________

____

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13

EMPLOYEE RATING SCALE

Form IIA

Date__________________

Employee's Name____

Company Name____

Company Address____

City, State, Zip____

Telephone Number (   ) ____

Supervisor's Name____

CURRENT EDUCATIONAL STATUS:

_____ Not attending school.
_____ Attending high school.
_____ Attending area school, private school or other non-collegiate school as an adult.
_____ Attending public or private college as an adult.

CURRENT EMPLOYMENT STATUS:

_____ Employed full-time (at least 35 hours per week). How many hours per week?_________
_____ Employed part-time (less than 35 hours per week). How many hours per week?_________
_____ Employed full-time military.
_____ Unemployed, but actively seeking employment.
_____ Not in the labor force and not seeking employment.
_____ Other, explain____

1. What are your Job Duties?____

2. What is your Job Title?____

3. Is your job related to your Vo-Tech classes? _____Yes, directly related. _____No, it is not related at all.

4. Did your Vo-Tech training prepare you for your current position? _____Yes. _____No.

5. What is your current salary?

   $_________ per: (_____hour) (_____week) (_____month) (_____year)

6. Are you self-employed? _____Yes _____No

7. Have you been promoted in the last year? _____Yes _____No

8. Are you satisfied with your job? _____Yes _____No

9. What do you like about your job?____

10. What do you dislike about your job?____

11. Is there an opportunity for advancement? _____Yes _____No

12. What benefits do you receive as a part of your job? (retirement, workman's comp, health insurance, life insurance, etc.)

   ____

PROJECT ACCESS DIRECTOR

The Director for the ACCESS School-to-Work Transition program performs the major administrative duties. The duties include:

- Monitoring the progress toward program goals and objectives.
- Presenting in-service training to vo-tech instructors and sending school instructors.
- Acting as a liaison between the area high schools and the area vo-tech school.
- Developing and disseminating printed media.
- Assisting in the development and implementation of specialized curriculum for the School-to-Work Program.
- Assisting is follow-through and follow-up activities.
- Providing technical assistance to schools replicating the Central Tech School-to-Work Model.

TRANSITION FACILITATOR

The Transition Facilitator may also be know as an Adult Advisor or Enrollment Advisor, counseling students regarding career guidance and COAVTS programs, matching their skills with appropriate job placement. The Facilitator provides materials and/or instructs Job Readiness to graduating students and acts as a guide to allow potential students and agency personnel to tour the school.

The Transition Facilitator works closely with the Job Placement Coordinator, and needs the ability to travel and present information regarding COAVTS at job fairs, community seminars, and local, state and national conferences. This position is also responsible for Cooperative Enrolment of adult students, is the Veteran's Administration Contact Person and the Special Needs Liaison.

The job description for this position also includes establishing a student database, coordinating the distribution of information on employment opportunities to students and maintaining consistency to facilitate students' school-to-work transition.

JOB PLACEMENT COORDINATOR

The job search, at times, can be more difficult than any classroom assignment. It is demanding and time-consuming, as finding the right position can take two to six months. The Placement Coordinator works directly with the students to match interests, abilities and vocational training skills to jobs available. It is also necessary to monitor and maintain contact with employed students for follow-up purposes.

The Placement Coordinator needs to continually assess economic development in the community and relate that to job opportunities. It is necessary to communicate with business and industry regarding programs available at the school and ask employers to consider Central Tech as a source of referral for skilled employees. Additional responsibilities include working with instructors on industry visit day and assisting them in locating potential employers of their students.

Placement duties also include working with the faculty and staff to provide training programs related to job readiness; calling on industries with COAVT instructors to help them establish better public relations techniques; and being available to present workshops on responsibilities of the Placement Coordinator at the local, state, and national level.

Visions©

Fall 1992

Central Oklahoma Area Vocational Technical School
a gold star area school

CVT Students Sweep Gold Medals at VICA

Students in Robin Carney's Principles of Technology program won both Gold Medals, for Secondary and Post-Secondary contests, in the twenty-eighth annual VICA United States Skill Olympics in Louisville, Kentucky during June. Central Vo-Tech P-T students won Silver medals in similar competition during the past two consecutive years.

Gary Meadows

Michael Glenn

Gary Meadows Jr., Mannford, won first place in the Secondary Division with a demonstration of the basic physics of resonance by showing how soundwaves move through hollow tubes and its relationship to industry.

Meadows, 18, recently completed David Palovik's Electronics program at Central Vo-Tech and plans to pursue a major in college based in electronics. His outstanding record of studies and skills development have earned him a full scholarship to Oklahoma State University-Okmulgee or a $4,000 scholarship to the Rochester Institute of Technology.

Michael Glenn, Cleveland, won first place in the Post-Secondary Division by demonstrating the principles and industrial applications of vacuum or pressure differential.

Glenn recently completed studies in Stan Kaltwasser's Industrial Technology-Automation program and earlier completed the Air Conditioning & refrigeration program at Central Vo-Tech. Glenn is now employed as a maintenance technician at World Color Press in Stillwater.

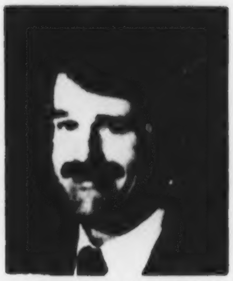
(continued on page 2)

Four more join "Wall of Fame"

Inside... Vo-Tech proves fast track to success!

continued from page 1

Students Sweep Medals



Raymond Cook

Katrina Palmer

A third gold medal was won at the Louisville skills olympics by another of Kaltwasser's students, Raymond Cook, Drumright, in the Robotic Workcell Technology competition. This is the third year in succession that Central Vo-Tech students have won this skills contest sponsored by the Vocational Industrial Clubs of America.

Cook programmed a Twinstar cylindrical coordinate pneumatic robot, mounted on a 36-inch traverse axis, to move "stock" from an automated feed unit. The stock was placed in a CNC mill, milled, and then relocated to a completed parts bin.

Cook has joined the staff of maintenance technicians at McKee Foods Corporation in Gentry, Arkansas. He is the second national robotics skills winner from Central Vo-Tech to be employed by McKee.

Katrina Palmer, Drumright, won the Silver Medal for her skills demonstrated in the Job Interviewing competition at the HOSA National Conference held in Anaheim, California in June. Palmer had earlier won first place in Personal Care Assisting, first place in Job Interviewing and third place in Group Health Display at the Spring Leadership Conference in Oklahoma City sponsored by the Health Occupations Students of America (HOSA). Palmer, a Drumright High School junior last term, has completed her first year of studies in the Health Careers program with Glenda Stokes and is expected to return for her senior year in that program beginning in August.

Each of these medalists will be featured with a plaque on the Central Vo-Tech "Wall of Fame," joining ten others who have earned gold, silver or bronze medals in recent years.

Carpentry Program Nationally Recognized

The Carpentry program at Central Vo-Tech in Drumright has been nationally certified by the Associated General Contractors of America (AGC). Instructor for the program is Bill Palmer of Cushing.

"Central Vo-Tech is excited about working closely with Associated General Contractors and receiving national certification of our carpentry program. AGC certification ensures that our students will obtain quality training that enhances their employment throughout the nation," says Phil Waul, Assistant Superintendent, Central Vo-Tech.

"The standards required to achieve this recognition have been set very high, and few programs have attained these objectives," says Graig Grimm, Associate Director, AGC Manpower and Training Services. Nationally accepted standards of excellence in areas such as instruction, facilities and equipment were used.

The Associated General Contractors of America, through the efforts of its Manpower and Training Committee, is committed to the establishment or improvement of training programs that will ensure an adequate supply of well-trained craft workers for the construction industry.

"The union of the programs in your school and the Associated General Contractors will benefit those programs by aiding in the placement of students and allowing the instructors to become a part of a nationally known organization that promotes quality in construction," says Larry Bullock, District Supervisor of Trade and Industrial Education for the Oklahoma Department of Vocational & Technical Education.

Phil Waul...
"OVA Outstanding Educator"

Phil Waul, Drumright, was named the "OVA Outstanding Vocational Educator" for the year at the state conference of vocational technical educators held in Tulsa, August 3-6.

Waul is an Assistant Superintendent at Central Vo-Tech and noted for his work in both vocational education and community service activities. He is current President-elect of the Drumright Chamber of Commerce.

Waul actually received two awards at the statewide vo-tech conference: first cited Wednesday morning by the Oklahoma Council of Vocational Administrators as Outstanding Vocational Educator of the Year, then, later that evening named by the Oklahoma Vocational Association (OVA) as the Outstanding Vocational Educator for the entire vo-tech system. He will now be nominated by his peers for a similar national honor next year to be awarded by Region IV of the American Vocational Association.

Waul's awards are in recognition of his leadership in vocational education that included: service on the Administrative Advisory Committee to Oklahoma's first Articulation Agreement with Oklahoma State University in five instructional areas; development of a Cooperative Agreement for OSU and Central Vo-Tech that makes college credit available to vo-tech students in a dozen career fields; development of the state vo-tech systems' first GRADS project, a national drop-out prevention pilot program; development and implementation of the first Supported Employment project for severely handicapped adults, a program twice honored by the governor for its impact and accomplishments; development of a Principles of Technology program serving six occupational areas that has served as a model for a dozen states and foreign nations; leadership in establishing the nation's first fully nationally certified offset printing program; and is currently a state leader in the development of the new Tech-Prep concept for integrating applied math, science and language into local schools in a partnership with Oklahoma State University-Okmulgee, Central Vo-Tech and area businesses and industry.

Waul began his career in vocational education at Central Vo-Tech as a Drafting instructor and served as campus director at Drumright before being named Assistant Superintendent.

Superintendent John Hopper (left) and Board President Arthur M. Foster (right) congratulate Phil Waul as he is named "Outstanding Educator."

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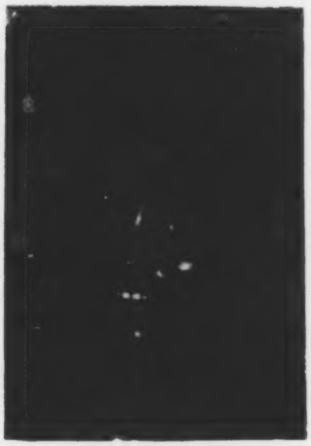
Robin Carney...
"OVA New Professional"



Robin K. Carney, Drumright, was named the "OVA New Professional" for the year at the state conference of vocational technical educators being held in Tulsa.

The award winning Principles of Technology (POT) instructor at Central Oklahoma Area Vo-Tech in Drumright was selected by her peers in the T&I Division of the state vo-tech system. The honor was announced during the awards ceremonies held at the Tulsa fairgrounds where over 3,500 state vocational educators are holding their annual in-service training conference.

Two of Carney's 1992 Principles of Technology students won First Place Gold Medals in POT skills competition recently at the U. S. Skills Olympics in Louisville, Kentucky, sponsored by the Vocational Industrial Clubs of America. This was the third consecutive year her students have won medals in the VICA national contest.

Principles of Technology is a program of applied physics designed to enhance the studies of students in other instructional programs, including: Automotive Technology, Electronics & Telecommunications, Industrial Technology Automation, Computer Repair, and Motorcycle-Small Engine Repair. Principles of Technology relates and demonstrates how basic applied science concepts and math relate directly to work situations.

In addition to her instructional responsibilities at Central Vo-Tech, Carney serves on the Central Vo-Tech National Vocational Technical Honor Society Advisory Committee, served as Staff Development Chairman, served as Assistant Chairperson for the Principles of Technology Trade Group, served on the Directors Advisory Committee and Open House Committee at Central Vo-Tech.

Carney recently made a presentation to educators at the North Central Association Annual Conference in Chicago, presided at the National Science Teachers Association Regional Convention in New Orleans, Was a presenter at the Basic Skills Day conference in Tulsa, made a presentation on POT at the Southern Region Education Board National Conference in Tampa, Florida and taught a POT workshop at Oklahoma State University in Stillwater.

Praising Carney, Central Vo-Tech Assistant Superintendent Phil Waul commented: "Robin works with students during lunch, after school and on weekends, to help them with applied physics and leadership activities. Her innovative approaches lead to increasing technical academic skills among students and have been recognized repeatedly throughout the state and nation."

"Her innovative approaches lead to increasing technical academic skills among students "

COLLEGE CONNECTION---

118 adult students at Central Vo-Tech are currently enrolled in full-time career training programs earning 770 hours of credit at Oklahoma State University-Okmulgee. Call 1-800-256-8282 for information about college credit for programs at Central Vo-Tech. College credit programs are available for both high school and post-secondary students.

Track Star Finds Fast Track to Success at Vo-Tech!

Former Sapulpa High School track star Bert Stephens found the fast-track to success and is urging other young men and women to "get on track" while they are in school.

After completing Bud Smithson's Drafting and CAD program, with the help of a track scholarship in college, Stephens has progressed to the drafting suites of Ameron, Inc., a California based engineering consulting and manufacturing firm with facilities in Washington, California, Texas and Oklahoma. "We've just recently moved our engineering department from California to Tulsa and one of the big needs we immediately had was to hire a Computer Aided Drafting (CAD) operator who was good, fast and could communicate well with staff and the customers. We selected Bert Stephens out of about thirty who applied," said Albert Martinez, Stephens' supervisor.

"Bert's general knowledge of computers, how to set up a system and troubleshoot, as well as operate CAD were determining factors in hiring him," says Martinez. "Part of the streamlining of American industry today is to have the customer deal directly with the draftsman or other hard-skills person to save time and improve communications. That makes us and other industries more competitive. Our people must have good communications skills to be able to do the job we ask of them. Just being able to operate the CAD or other piece of equipment isn't enough anymore."

After completing his two years of studies at Central Vo-Tech, Stephens earned an Associates' Degree in Applied Science & Technology at Eastern Oklahoma State Junior College where he was given a track scholarship. "I tested-out of four classes at Eastern because of the education in CAD I received at Central Vo-Tech," said Stephens. "Vo-Tech gave me advanced standing at college and saved me a lot of time and money."

Continuing education is important both to Stephens and his employer. "Ameron has a program for furthering employees' education by paying the tuition for our employees and we are encouraging Bert to get his four-year degree. He has a great future with Ameron...the next step for him could be to Designer status in the engineering division," says Martinez.

Board Members Celebrate Silver Anniversary

Two Central Vo-Tech Board members received special recognition in July from Superintendent John H. Hopper in observance of their "Silver Anniversary" of service on the Central Vo-Tech Board of Education.

Arthur M. Foster was presented an inscribed gavel in commemoration of his 25 years as President of the Board. Caroline Hughes received a plaque honoring her for 25 years of service as Clerk for the Board.

Foster and Hughes have each served continuously since the first Board was organized in 1967.

Mrs. Hughes was also among the first inductees into the Oklahoma vo-tech Hall of Fame and Mr. Foster was the first recipient of the OVA Policy Maker Award.

Dr. Richard Pitts was honored in July with a Certificate of Completion from the New School Board Member Workshop and his work toward membership in the OSSBA School Board Academy.

Hughes

Foster

Dr. Pitts

Barry Cope Honored

Barry Cope

Barry Cope, Director of the Central Oklahoma Area Vo-Tech Center for Transportation and Safety Education, has been elected vice-chairman of the American Association of Public Funded Transportation Schools. His election came on the heels of an earlier appointment to the Advisory Council to the board of directors of the Professional Truck Driver Institute of America, headquartered at Elk Grove, California.

Cope also serves on the national task force to develop training for drivers of longer combination vehicles (LCV's) and is immediate past chairman of the Oklahoma Council of Safety Professionals where he serves on the board of directors and is active in annual truck driving championships.

A former owner/operator in the trucking industry himself, Cope jokingly refers to himself today as a *"school marm"* after 23 years in the trucking business. As director of the Truck Driver Training program at Central Vo-Tech, Cope supervises instruction of nearly 650 student drivers annually as well as a staff of 12 instructors and their fleet of 40 tractor-trailers in the state vo-tech systems' only truck driver training program.

Central Oklahoma
Area Vo-Tech

3 CT Circle
Drumright, OK. 74030

John H. Hopper, Superintendent

Edited and Produced in the
Public Information Office
Larry Lehr, Public Information Officer
Toni Martin, Editor-Public Information Specialist

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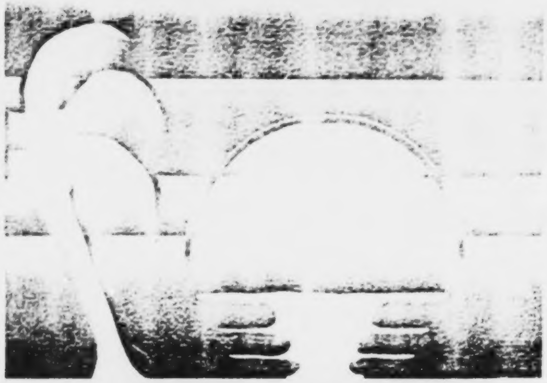
Central Vo-Tech does not discriminate against any individual on the basis of sex, race, color, age, religion, national origin, qualified handicap, disability or veteran status in the operation of its educational programs, activities, recruitment, admissions, or employment practices.

This publication, printed by Central Vo-Tech Offset Printing, is issued by the Public Information Office as authorized by the Board of Education. 3,400 copies have been prepared and distributed at a cost of $238.00.

You Are Cleared For Take-off When You Learn More About Academic & Vocational Skills.

Central Tech
3 CT Circle
Drumright, OK 74030

Ticket To Success!



Come Fly With Us!

✈✈✈✈✈✈✈✈✈✈✈✈✈✈

Central Tech's
6th Annual

Summer Camp for Educators

June 6-10 830-4

Destination✈

✈One week of activities in classes at Vo-Tech.

Goal✈

✈To learn more about integrating academics & Vocational Education.

Location✈

Drumright Campus
Central Tech

Opportunity✈

- ✈Education
- ✈College Credit Available
- ✈Staff Development Points
- ✈Lunches Furnished
- ✈Stipend ($15 daily)

Summer Camp '94

Name ____________________ School ____________________
Home Address ____________________ Grade/Subject I Teach ____________________
Phone (Home) ____________________ (School) ____________________
SSN ____________________ I wish to enroll for college credit ____________________

Return to **Pat Ernst, Counselor**

Central Tech
3 CT Circle
Drumright, Ok 74030
(918)352-2551.

Sponsored by Central Tech for Administrators Counselors, Teachers & Board Members.

Tentative Class Offerings: Circle **Four** you wish to take.

- Offset Printing
- Business/Computers
- Auto Mechanics
- Drafting
- Principles of Technology
- Law Enforcement
- Cosmetology
- Welding

Your Boarding Pass is Enclosed

Included Each Day:

Applied Academics
&
Vocational Education
Field Trips
Hands-on in Classes
Group Activities
Coffee & Donuts
Lunches provided
Guest Speakers

Make Your Reservation NOW!!!

Fill out your **Boarding Pass**
& Return it to:

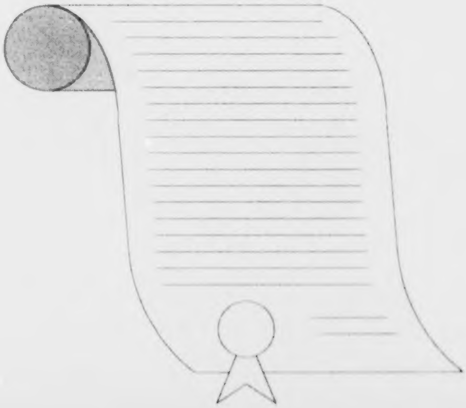
Pat Ernst, Counselor
3 CT Circle
Drumright, OK 74030
918-352-2551, ext. 229

Senior Scholar

(Tuition Only)

Requirements

- **Graduated from a high school located in the Central Tech district**
- **2.0 Cumulative Grade Point Average**
- **Good Attendance**
- **Senior Scholarship application**
- **High School Transcript**
- **Eligible to use up to two years from graduation. The scholarship is for one school year**



CONSUMER INFORMATION

HANDBOOK

CENTRAL TECH
GOLD STAR SCHOOL

CENTRAL
OKLAHOMA
AVTS

3 CT CIRCLE
DRUMRIGHT, OK 74030

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BOARD OF EDUCATION

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Clyde Bradley, Vice-President
Cheryl Hilyard, Clerk
Doyle Carter, Member
Dr. Richard Pitts, Member
Fred Caudle, Member

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Superintendent
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Assistant Superintendent
Larry Ann Holley
Assistant Superintendent
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Business Manager

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Drumright Campus

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Joe Ann Vermillion
Assistant Director
Judy Robinson
Student Services Coordinator
Carla Brittenham
Practical Nursing Coordinator
Barry Cope
Truck Driver Training Director
Potter, Jim
Business and Industry Services Coord.
King, Jim
Law Enforcement Coordinator/Chief
Niles, Judith
Self Employment Training Inst./
Adult Training Dev. Coordiniator

Sapulpa Campus

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Director
Ava Callahan
Assistant Director
Pfannestiel, Don
BIS/Industrial Coordinator
Mark Cotner
Self Employment Training
Inst./Adult Training Dev.
Coordinator

ACCREDITATION

Central Oklahoma Area Vocational-Technical School District No. 3 is fully accredited by the Oklahoma State Department of Education, the Oklahoma Board of Vocational-Technical Education, and the North Central Association of Colleges and Schools. Central Tech is also authorized by the federal government to offer education under the Veterans and Social Security laws.

Some programs at Central Tech receive accreditation approval from additional organizations or agencies. These programs are listed below.

PROGRAM	NAME OF ACCREDITING GROUP	STATUS OF APPROVAL
Automotive Mechanics	Automotive Service Excellence/ National Automotive Technician Education Foundation, Inc.	Full Approval
Carpentry	Association of General Contractors (AGC)	Full Approval
Cosmetology	Oklahoma State Board of Cosmetology	Full Approval
Emergency Medical Services	Oklahoma State Department of Health	Full Approval
Practical Nursing	Oklahoma Board of Nursing National League of Nursing	Full Approval
Printing	Printing Industries of America	Full Approval

Current or prospective students wishing to review documents describing the institution's accreditation, approval, or licensing should submit a written request to do so to the Superintendent's office. Within ten working days of submission of the request, documents will be made available to the student for inspection.

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CENTRAL OKLAHOMA AREA VO-TECH SCHOOL

Full-Time Instructional Services Staff

Drumright Campus

Teena Anderson	Bursar
Sandra Blankenbicker	Project ACCESS Secretary
Tony Bradley	Media Specialist
Tammy CookTDT	Secretary
Pat Ernst	Counselor
LaDonna Gear	Adult Advisor
Kathy Gosnell	Financial Aid Advisor
Debbie Lickliter	TDT Secretary/Instructional Aide
Tony Harper	Project WORTH Coach
Liz Humphrey	Recruitment/Enrollment Secretary
Carol Inman	Secretary/Registrar
George Joseph	TDT Business Manager
Jim King	Chief of Police
Larry Lehr	Public Information Officer
Toni Martin	Public Information Assistant
Robert McClanahan	TDT Recruiter
Terri Moore	ATD Secretary
Jim Potter	Business and Industry Services Coord.
Debbie Powell	TDT Secretary/Instructional Aide
Pam Shelton	Student Services Secretary
Cathy Sontag	Project WORTH Coach
Ralene Strasburg	TDT Bus. Mgr. Sec./Inst. Aide
Dewayne Swafford	Project WORTH Coach
Tammy Wasson	Project GRADS Counselor
Gretchen White	Placement Specialist
Carolyn Wheeler	Careers Unlimited Counselor
Robin Wright	Secretary

Sapulpa Campus

Jacquetta Billingsly	Registrar
Terry Clunn	Receptionist
Mike Coday	Project WORTH Coordinator
Teresa Conley	Project WORTH Secretary

Linda Crane	ESC Assessment Assistant
Irene DeJear	JTPA Counselor
Kathy Elliott	Tech Prep Career Counselor
Linda Enlow	GRADS Counselor
Chris Holder	Project WORTH Job Coach
Sandi Nunley	Career Advisor
Stacy Rabatine	ATD Secretary
Diana Smalley	SPP/DH Advisor
Kathy McCraken	Adult Secretary
David Teegarden	Project WORTH Job Coach
Norma Tyler	Business and Industry Assessment
Raydene Walker	ESC Coordinator
Bill Wellman	Project WORTH Job Coach
Joann Wieberdink	ESC Enrollment Secretary

Full-Time Instructional Staff

Drumright Campus

Cherie Kennedy	Adult Com. Off. Tech./Bus. Comp. Appl.
Cindy Lambert	Adult Technical and Related Skills Lab
Tom Robertson	Air Conditioning/Refrigeration
Mike Blake	Auto Mechanics I
DeWayne Colwell	Auto Mechanics II
Joni Carroll	Building/Grounds Maintenance
Kim Howard	Building/Grounds Maintenance
Pat Grubbs	Business Computer Applications
Deborah Wiginton	Business Management
Bill Palmer	Carpentry
Dale Bryan	Commercial Electricity I & II
Jerry Webb	Computer Repair
Carol Colwell	Computerized Office Technology
Elaine Dock	Cosmetology I & II
Tom Sprinkle	Diesel Mechanics I & II
Buddy Smithson	Drafting I & II
David Palovik	Electronics/Telecommunications
Jennifer Mathis	Farm & Ranch Business Management

Drumright Campus Cont'd

Glenda Stokes	Health Careers
Pat Goad	Health Careers
Jim Mason	Machine Tool I & II
Vicki Holderread	Marketing
Mike Baugus	Motorcycle/Small Engine Repair
Danny Hoggatt	Offset Printing I & II
Debbie Gregor	Offset Printing I & II
Jackie Bielowitz	Practical Nursing
Carla Brittenham	Practical Nursing
Jerry Gilbert	Practical Nursing
Judy Horn	Practical Nursing
Sande Martin	Pracitcal Nursing
Regina Foster	Principles of Technology
Stan Kaltwasser	Robotics/Automation
Ron Dyer	Small Business Management
Denise Shedrick	Small Business Management
Janice Foster	Technical and Related Skills Lab
Nancy Miller	Technical and Related Skills Lab
Larry Bullard	Truck Driver Training
Lynn Farmer	Truck Driver Training
Michael Heath	Truck Driver Training
Jim Horn	Truck Driver Training
Paul Miller	Truck Driver Training
Kenneth Milner	Truck Driver Training
Larry Moody	Truck Driver Training
Gary Olinghouse	Truck Driver Training
David O'Steen	Truck Driver Training
Greg Rasmussen	Truck Driver Training
Dave Townsend	Truck Driver Training
Jesse Vaughn	Truck Driver Training
Jerry Whitton	Truck Driver Training
Leon Wood	Truck Driver Training
Fred Probis	Welding I & II

Sapulpa Campus

Marilyn Coker	Business Computer Applications
Susann Shanahan	Computerized Office Technology

Sapulpa Campus Cont'd

Billie Kelsey	Computerized Office Technology
Gwen Russell	Educational Center
Mary Lou Cooke	ESC Instructor
Debbie Myskey	ESC Instructor
Tom Henderson	Electronics Technology I & II
Pam Lewis	Health Careers I & II
Charlie Witt	Law Enforcement
Janice Hermanski	Marketing
Geri Moss	Medical Careers

REFUND POLICY

Full-Time programs are refunded on a prorated share. The prorated share will be based on the number of hours remaining in the program related to the total length of the program. A $10.00 (ten dollar) processing fee, in addition to the cost of the student supplies, will not be refunded.

If the student has reached a level of proficiency which will allow for successful placement, the student will be considered to have completed the program and no refund will be made for fees or tuition.

REFUND POLICY AS RELATED TO RECEIPT OF TITLE IV FINANCIAL ASSISTANCE

1. Institutional Refund

When a student who is dropped or withdraws is due to receive an institutional refund (see Refund Policy above) and has received Title IV financial assistance, the institution is obligated to calculate how much of the institutional refund should be refunded to the Federal Title IV programs and how much of the institutional refund should go to the student.

The following formula is used: (Appendix "A" Refund)

A. Percent student completed of the period charged for

Hours completed ( ) = ________ %

Hours in Period ( )

B. Percent Refund - ____________ %

___________ Percentage from "A"

x $__________ Tuition

= __________ Refund

- ___________ Unpaid Tuition & Fees

= $__________ Refund

SFA Funds Received / Amount to

Refund $_________ x $_______________ = SFA Program

$ / $__________

Total Aid Received

Refund to:
1) FPell ( ) $_______
2) FSEOG ( ) $_______
3) OTAG ( ) $_______
4) Student ( ) $_______

2. Pro-Rata Refund

A. COAVT will do a pro-rata refund for each drop or withdraw.

B. Percent student completed of the smaller of the program or academic year. (If more than 60%, no prorata refund is required.)

Hours Completed ( ) = ________ %

Total Hrs in Program or
Academic Year, whichever
is less ( )

C. Percentage of period charged for but not completed rounded down to the nearest 10 percent

Total Hrs not completed ( ) = ________ %
Total Hrs charged for ( ) (Rounded Down to Nearest 10%)

D. Total amount of tuition and fees $________________.

______ Percentage from "C"
x $________ Tuition from "D"
= ________ Refund
- ________ Unpaid Tuition & Fees
= $________ Refund

	SFA Funds Received		Amount to
Refund $________	x $________________	=	SFA Program
	$		$__________
	Total Aid Received		

Refund to:			
	1) FPell	( )	$________
	2) FSEOG	( )	$________
	3) OTAG	( )	$________
	4) Student	( )	$________

FINANCIAL AID

Financial Aid is available to students who qualify for Federal PELL Grants, FSEOG, Federal Work Study, and Oklahoma Tuition Aid Grants. Central Tech does not participate in the Stafford Loan, PLUS, SLS, or FFELP Programs.

I. Federal PELL Grant

A. Definition of Federal PELL Grant Program

The Federal PELL Grant Program is an entitlement program in which a student's eligibility is determined by a standard formula computed by the U.S. Department of Education. Federal PELL Grant awards are based on family size, income and assets of the student and family, and on the actual number of clock hours attended by the student. A Federal PELL Grant is an award to help undergraduates pay for their education after high school. For the Federal PELL Grant Program, an undergraduate is one who has not earned a Bachelor's degree.

B. Eligibility Requirements

A student is eligible for a Federal PELL Grant if he or she:

1. Is a U. S. citizen or eligible noncitizen.
2. Is registered with Selective Service (males only, at least 18 years of age and born after December 31, 1959).
3. Does not already have a B. S. or B. A. degree.
4. Has financial need as determined by the Department of Education.
5. Enrolled as a regular student in an eligible program.
6. Is attending at least 15 clock hours per week.
7. Is working toward a certificate.
8. Has a high school diploma or GED
9. Must pass an independently administered test approved by the U. S. Department of Education.
10. Is not in default on any student loan previously received, and does not owe a refund on any student grant previously received.
11. Sign a Statement of Updated Information, Registration Status, Anti-Drug Abuse Act, Certification, Education Purpose/Statement of Refunds and Defaults.

12. Student will not be entitled to receive Federal PELL Grant payments from more than one institution concurrently.

C. **Criteria for Selecting Recipients from Group of Eligible Applicants.** All students who are eligible will be paid.

D. Federal PELL Grant Eligibility

To be eligible for a Federal PELL Grant, a student must have an eligible Federal PELL Grant Index (EFC). This number is an index of the student's ability to contribute to the cost of education. Thus, the neediest students will have a EFC of 0 and may be eligible for the maximum award if their cost of education (also known as cost of attendance) is high enough. As the EFC increases, the amount of the award decreases and, after a certain point, the award becomes 0. The EFC cutoff point is 2100. The EFC is printed on the Student Aid Report which is the official notice of the student's eligibility (or ineligibility) for a Federal PELL Grant. The EFC is computed by the Central Processing System in Iowa and is based on the information reported by the student on the financial aid application.

E. Criteria for Determining Amount of Student's Aid Grant amounts are based upon:

1. Tuition costs for program plus Federal PELL Grant living allowances.
2. Enrollment status of student (i.e., full-time or half-time).
3. Length of program and length of time student is enrolled.

F. Application Procedure

Application forms and assistance in completing the forms may be obtained from the Financial Aid Office. Students applying for the Title IV funding complete a free application for Federal Student Aid form and mail it to the needs analysis service. Within approximately four to six weeks, the student will receive an eligibility report called the Student Aid Report.

This report gives a summary of application information and the determination of the eligibility index. This index is the result of computations involving the financial and non-financial data submitted on the application. The method for computer eligibility applies to all dependent and independent students uniformly. The specific computations involved in the calculation may be obtained by contacting the Financial Aid Office.

Students should submit their Student Aid Reports to the Financial Aid Office. The Financial Aid Office will determine if all application requirements have been met and, if so, will use the Student Aid Report information and the current PELL Payment Schedule to determine the Scheduled PELL award and estimated disbursement. The student will be notified through an award letter from the Financial Aid Office.

G. Verification Policy

1. The Financial Aid Office at Central Vo-Tech does selected verification; i.e., all information reported on the Student Aid Report must match the information reported to the Financial Aid Office on the Verification Worksheet.

2. Forms needed for verification:

    a. Income Tax Returns
    b. Verification of untaxed income
    c. Verification Worksheet
    d. Student Aid Data Form

3. Students must return verification forms to the Financial Aid Office within thirty (30) days from the date of receiving the Student Aid Report.

4. No disbursements will be made until verifications are complete.

5. Failure to comply with verification requirements will result in forfeiture of future financial assistance, repayment of Federal PELL and Federal SEOG previously disbursed, and termination of FWS employment.

6. Within 30 days of the completion of verification and upon entering class, the student will be notified of verification results either by an award letter indicating the aid to be received or by a letter indicating the corrections needing to be made to the student's application(s) before aid will be processed. If verification indicates non-entitlement to aid received previously, the student will be notified either by a revised award letter showing adjustments to future aid or by a letter explaining repayment obligations.

7. If after verification is complete the school and student cannot resolve conflicts that may occur or if the student disagrees with decisions regarding verification, the case will be referred to the U. S. Department of Education, Student Validation Branch. Under certain conditions if repayment is required but cannot take place, ability to receive financial aid at this institution and institutions the student may attend in the future will be hampered.

8. Cases of suspected fraud will be referred to the Regional Office of the Inspector General if they cannot be resolved locally.

H. Method and Frequency of Disbursement

1. Payment is by check from Central Vo-Tech. Checks are usually disbursed four (4) times during the year.
    a. Checks are usually disbursed within one month (1) after each quarter, provided all academic and attendance requirements have been met.

II. Federal Supplemental Education Opportunity Grant (SEOG)

A. Definition

This is a federally-funded grant program for needy students.

B. Eligibility Requirements

Eligibility is based upon demonstrated financial need. This grant is for undergraduate students only (i.e., students who have not earned a Bachelor's degree). Since funds are limited, SEOG is reserved for students whose needs cannot be met entirely with other programs.

C. Criteria for Selecting Recipients from Group of Eligible Applicants

SEOG is reserved for the neediest students. Students with the highest need or lowest EFC's and who are PELL-eligible are selected first.

A percentage of SEOG funds is reserved for students applying for admission second semester. This makes funds reasonably available to all entering students. Due to limited funds, SEOG is disbursed at the rate of $350 per student per year.

D. **Method and Frequency of Disbursement Payment** is made by check from Central Vo-Tech. Checks are usually disbursed one (1) time during the year per eligible student.

III. Federal Work Study (FWS)

A. Definition

Federal Work Study (FWS) is a federally-funded work program available to post-secondary students enrolled at least half-time.

B. Eligibility Requirements

Eligibility is based upon demonstrated financial need. Upon receipt of the Student Aid Report, a needs analysis is performed in which the student's cost of attendance is compared to available student/family resources that could reasonably be used for educational purposes. If the total resources available are less than the cost of attendance, financial need has been demonstrated and the student qualifies for Federal Work Study assistance or a combination of Federal Work Study and other assistance programs up to the difference between costs and resources (i.e., the amount of need).

The method of needs analysis is uniform for all students and is federally approved.

C. Criteria for Selecting Recipients from Group of Eligible Applicants

Students with demonstrated financial need who have indicated a willingness to work will be awarded Federal Work Study on a first-come, first-served basis. Funds are limited, and when they are exhausted, eligible students will not be awarded Federal Work Study assistance.

D. Method and Frequency of Disbursement

Students will be advised of Application Results. If the student qualifies for assistance through the FWS Program, the award letter will state the amount of the FWS award. A Statement of Educational Purpose and Selective Service Registration must be signed by the student. The student should contact the Financial Aid Advisor in order to be placed in a job which will allow the student to work compatibly with the student's class schedule. The rate of pay will always be at least equal to the Federal minimum wage. The student will be allowed to earn wages under the FWS Program up to the amount of his or her award and will be paid monthly by check.

IV. Student State Incentive Grant (Oklahoma Tuition Aid Grant)

A. Definition

1. Student State Incentive Grants are known as Oklahoma Tuition Aid Grants (OTAG) in this state. The Oklahoma Tuition Aid Grant is a grant awarded to Oklahoma residents from funds made available by state law and the U. S. Department of Education. Eligibility requirements include:

    Legal residence in Oklahoma
    Financial need
    Enrolled on a full-time or half-time basis

Students must re-apply each school year. Applications should be made by May 1 for the following year. Information from the PELL application is used in awarding State aid.

V. Facilities and Services Available to Students

A. Technical Related Skills Lab

The Technical Related Skills Lab provides instruction for secondary and adult students who need assistance in upgrading their reading and math skills. Upon entering a vocational program, students are tested by the TRSL to determine their reading and math skill levels. If scores fall below a prescribed level, the TRSL will provide computer-assisted instruction which is individualized to meet the needs of the student. A student will attend TRSL until skills are appropriate to meet the requirements of the vocational program.

Instruction in the TRSL is directly related to the vocational program in which the student is enrolled. Technical Related Skills Lab services are available to each campus of Central Tech.

B. Single Parent/Displaced Homemaker Program

The Single Parent/Displaced Homemaker Program is for single parents and homemakers who through death, divorce, separation, or disability of spouse have lost their major source of financial security.

Services provided by the program include career assessment and counseling, referrals to financial aid and community resources, enrollment in vocational readiness seminars, and job placement assistance.

C. Dislocated Worker Program

The Dislocated Worker Program is designed to offer career alternatives to unemployed persons when re-employment in their present field of interest is unlikely. Students enrolled as Dislocated Workers are exempt from the "work search" requirements normally required of persons receiving unemployment benefits. Persons certified as Dislocated Workers may continue to draw their unemployment benefits while in a training program.

Counseling services are available to all Dislocated Worker clients. Instruction is available in developing job search skills, preparing for successful interviews and resume preparation. Certification of Dislocated Workers is done at the Private Industry Training Council/City of Tulsa and East Central Private Industry Council/Cleveland.

Applicants must be eligible for or have exhausted their unemployment benefits and have been:

1. Laid off due to a permanent plant or facility closing.
2. Laid off due to a reduction in the work force.
3. Unemployed fifteen (15) weeks of the past twenty-six (26) weeks.

D. Employability Skills Center

Assessment is provided for all post-secondary students. Assessment includes Differential Aptitude Test, Test of Adult Basic Education, Career Search, BETA-II, and Pre-GED if needed. Students are provided the opportunity to improve in the areas of academic and social skills.

E. Project ACCESS Program

Project ACCESS is a school-to-work transition program which provides employability skills to all students completing a program at Central Tech. Employability skills include job search, letter of application, resume, and interviewing techniques. Project ACCESS also provides a Transition Advisor and Employment Specialist to aid students in obtaining a job.

F. **Counseling/Advisement Services Professional Staff Members** are available to advise students who desire help with personal and/or vocational-related concerns. A variety of assessment systems are available to help identify interest, aptitude, and competencies and to assist students in choosing realistic vocational goals.

G. **Careers Unlimited Program** promotes nontraditional and high wage training for women so they will be better able to provide for themselves and their families. Any woman aged 25 or under who is enrolled in a nontraditional or high wage training program may qualify for help with tuition, books, childcare, or transportation.

H. Access to Student Records

Student records are maintained by Central Tech incompliance with PL 93-380, the Federal Education Act of 1974. All student records are available for inspection by the student. Current students wishing to review their records must submit a written request to the Campus Director/Program Director. Within ten working days of submission of the request, records will be made available to the student for inspection. In addition, the student may challenge any portion of the record. Upon the student's request, the school will send an official transcript to any college or agency provided that: (1) a release of information form has been signed by the student; and (2) financial obligations to the school have been met.

I. Food Services

Central Tech offers a variety of vending machines at each campus for the convenience of its students.

J. Services to the Handicapped

Any handicapped person requiring specific information regarding services should call the Student Services Department, Drumright Campus, 3 CT Circle, 352-2551, ext. 289, between 8:00 a.m. - 5:00 p.m., Monday through Friday. Facilities on both Central Tech campuses are accessible to persons in wheelchairs.

K. Facilities

The following campuses are owned and operated by Central Tech. All programs provide students with the opportunity to work with professionally-certified instructors in modern well-equipped facilities:

1. Drumright Campus is located at 3 CT Circle in Drumright, Oklahoma.

2. The Sapulpa Campus is located at 1720 South Main in Sapulpa, Oklahoma.

L. Health and Safety

Health care services are available to both students and staff. Students with special needs are referred to their personal physician or to agencies in the area. A well-planned safety program is conducted at Central Tech. Each area of instruction follows safety practices appropriate to that program and in compliance with the Occupational Safety and Health Act (OSHA).

M. Textbooks and Supplies

Textbooks and other supplies used for personal projects are not included in the tuition fee.

N. Certificate

A certificate is available to any student who successfully completes a full-time program.

O. Persons Designated to Provide Student Consumer Information

Kathy Gosnell-Financial Aid Advisor, LaDonna Gear-Adult Advisor, Pam Shelton-Secretary, are designated as the employees responsible for disbursing financial aid information to current and prospective students at the Drumright Campus.

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The office hours are 8:00 a.m. - 5:00 p.m., Monday through Friday, and the telephone number is (918) 352-2551, ext. 237, 207, or 206.

Ava Callahan, Diana Smalley, and Terry Clunn are designated as the employees responsible for disbursing financial aid information to current and prospective students at the Sapulpa Campus. The office hours are 8:00 a.m. - 5:00 p.m., Monday through Friday, and the telephone number is (918) 224-9300.

P. Confidentiality

All information (whether written or oral) that an aid applicant and/or applicant's family reveals in the process of seeking assistance is confidential. Access is restricted to financial aid personnel. Application materials become the property of the institution upon submission and are maintained in student files. A student is entitled to examine his/her file within 10 working days after a written request to do so is filed with the Student Services Department.

COST OF ATTENDANCE

1. TUITION, BOOKS, AND SUPPLIES

All post-secondary students pay tuition at the time of enrollment. The following lists tuition and an estimated cost of books and supplies. These cost are in effect for 1994-95.

AIR CONDITIONING/REFRIGERATION

Tuition	$1,050.00
Supplies	$ 234.28
Tools (Optional)	$ 659.50

AUTO MECHANICS I

Tuition	$1,050.00
Supplies	$ 237.15

AUTO MECHANICS II

Tuition	$1,050.00	
Supplies	$ 195.69	

BUSINESS COMPUTER APPLICATIONS

(1/2 Time Adult Sessions)

Tuition	$ 525.00	
Supplies	$ 361.19	Drumright
Supplies	$ 200.00	Sapulpa

BUSINESS MANAGEMENT

Tuition	$1,050.00	
Supplies	$ 178.70	

CARPENTRY

Tuition	$1,050.00	
Supplies	$ 329.00	

COMMERCIAL ELECTRICITY I & II

Tuition	$1,050.00	
Supplies	$ 403.91	Year I
Supplies	$ 342.50	Year II
Tools (Optional)	$ 215.00	

COMPUTER REPAIR TECHNOLOGY

Tuition	$1,050.00	
Supplies	$ 455.75	

COMPUTERIZED OFFICE TECHNOLOGY

(1/2 Time Adult Session)

Tuition	$ 525.00	
Supplies	$ 274.44	Drumright
Supplies	$ 300.00	Sapulpa

COMPUTERIZED OFFICE TECHNOLOGY

(Full-Time Adult Session)

Tuition	$1,050.00	
Supplies	$ 571.71	Drumright
Supplies	$ 434.00	Sapulpa

COSMETOLOGY

Tuition	$1,050.00	
Supplies	Varies with course enrollment	

DIESEL MECHANICS TECHNOLOGY I & II

Tuition	$1,050.00	
Supplies	$ 170.00	Year I
Supplies	$ 150.00	Year II
Tools (Optional)	$ 300.00	

DRAFTING I & II

Tuition	$1,050.00	
Supplies	$ 279.45	Year I
Supplies	$ 292.50	Year II
Tools (Optional)	$ 137.00	

ELECTRONICS/TELECOMMUNICATIONS

Tuition	$1,050.00	
Supplies	$ 277.75	Year I
Supplies	$ 319.55	Year II

ELECTRONICS TECHNOLOGY

Tuition	$1,050.00
Supplies	$ 208.50

HEALTH CAREERS I & II

Tuition	$1,050.00	
Supplies	$ 719.00	Drumright
Supplies	$ 547.00	Sapulpa

LAW ENFORCEMENT

Tuition	$1,050.00
Supplies	$ 170.00

MACHINE TOOL

Tuition	$1,050.00
Supplies	$ 227.57

MARKETING EDUCATION

Tuition	$1,050.00	
Supplies	$ 176.00	Drumright
Supplies	$ 159.00	Sapulpa

MEDICAL CAREERS

Tuition	$ 600.00
Supplies	$ 678.00

MOTORCYCLE/SMALL ENGINE REPAIR

Tuition	$1,050.00
Supplies	$ 172.25
Tools (Optional)	$ 293.58

OFFSET PRINTING

Tuition	$1,050.00
Supplies	$ 286.00

PRACTICAL NURSING

Tuition	$1,050.00
Supplies	$2,047.35

ROBOTICS/AUTOMATION

Tuition	$1,170.00
Supplies	$ 405.90
Tools (Optional)	$ 298.46

WELDING/FABRICATION TECHNOLOGY

Tuition	$1,050.00
Supplies	$ 131.00

2. Living Costs

Central Tech does not offer institutional housing or board to its students. All students live off campus and commute.

For purposes of awarding Title IV need-based assistance, the school estimates reasonable expenses over a nine-month period. The allowance for a dependent student is 1,500. The allowance for an independent student is $2,500.

P. Honesty in Use of Financial Assistance and Reporting of Resources and Changes

Students receiving federal and institutional assistance will be required to sign a statement which certifies that funds awarded will be used solely for expenses connected with attendance at this institution. Expenses connected with attendance include tuition, fees, and living costs.

Any student receiving assistance agrees to report any changes in his/her resources and living conditions, and/or educational activity that might alter positively or negatively his/her eligibility to receive assistance and/or the amount(s) of assistance. Students are requested to sign a statement concerning Selective Service Registration prior to receiving assistance.

Q. Criteria of Continued Eligibility: Good Standing and Satisfactory Progress

In order to receive Title IV and institutional assistance, a student must be in good standing and be making satisfactory progress. Good standing means that a student is capable of continued enrollment. Initially this means that the student is admissible to an educational program as demonstrated by diploma or GED and has been evaluated as having the ability to benefit. Later, this means that the student is performing well enough in terms of grades and the institution's attendance policy to continue enrollment.

Satisfactory Progress means that a student is proceeding in a positive manner toward fulfilling certificate requirements in a normal length of time. At this institution, satisfactory progress means that a student is earning at least a C in all course work AND it means that a student is progressing on schedule in terms of the clock-hour length of his/her program. In addition, students are required to attend 93 percent of scheduled classes. Satisfactory progress for financial aid purposes will be checked after the second quarter, to determine eligibility for the next pay period.

A student may take up to one and one half required hours to complete a program and still be regarded as being in good standing as long as a minimum of 70% completion is maintained.

Students transferring from one program to another are responsible for progress in the first program before being eligible for financial aid in the second program. If progress was slow in the first program, the student has a nine-weeks period in the second program to prove satisfactory progress.

For students who have not had consecutive enrollment over an extended period of time, clock hours attended two years ago or more are not considered for progress or eligibility requirements. Final determination of eligible hours is made by the Financial Aid Advisor.

Noncredit remedial coursework is not taken into consideration for satisfactory progress since financial aid is not available to students in noncredit remedial courses.

R. How to Reestablish Eligibility

In the event that a student does not earn at least a grade of "C" or does not maintain at least 93% attendance, that student will be ineligible to receive assistance until he/she has a "C" grade and attendance is at 93%. The student is given forty-five (45) days to reestablish eligibility. The student is notified in writing when their check is being held due to unsatisfactory academic progress.

If a student has not reestablished eligibility within the time period allowed, checks will be voided and returned to the Business Office.

1. In the event a student wishes to appeal the decision, the following is the appeal process:

    a. The first course of action on the party-of-complaint is to resolve the problem at the source with the party-in-interest. A neutral person(s) i.e., counselor, teacher, or coordinator may be called upon to enter into an informal discussion at this point.

b. If a satisfactory conclusion is not reached during the discussion, a formal complaint by the party-of-complaint will be necessary for continuing action for recourse.

Initiating and Processing Formal Recourse

1. The party-of-complaint should notify in writing the party-in-interest that a consultation with the Director is to be scheduled. The notice of an appointment with the Director should be made within five (5) days of the initial attempt to resolve the complaint.

2. The brief written statement explaining the nature of the complaint including date, time, place and the action that is cause for review should be submitted to the Campus Director.

3. The Director will schedule a conference with the party-of-complaint within five (5) days of receipt of the written statement.

4. Every effort will be made during the conference to reconcile the problem or reach a solution that is satisfactory to all parties concerned. The Director will make a recommendation in writing as soon as possible but not to exceed two (2) days following the conference.

5. If a satisfactory solution does not result from having held the conference, the party-of-complaint will within five (5) days request in writing to the Assistant Superintendent for a due-process hearing.

REPORTING STUDENTS UNDER THE INFLUENCE OF OR POSSESSING NONINTOXICATING BEVERAGES, ALCOHOLIC BEVERAGES OR CONTROLLED DANGEROUS SUBSTANCES

I. PURPOSE

The purpose of this policy is to comply with the School Laws of Oklahoma regarding actions to be taken when students are under the influence of or in possession of the above subject beverages or substances. School Laws of Oklahoma, 1986, Section 417 (70-24-138)

II. POLICY

It is the policy of the Board of Education of Central Tech that the use, possession or distribution of any nonintoxicating beverage, alcoholic beverage or controlled dangerous substance is prohibited during school hours, on school property, on school buses or at any event sponsored by the District.

This policy applies to any student attending any program, class or activity under the supervision of the District.

Whenever it appears to any teacher that a student may be under the influence of a nonintoxicating beverage, an alcoholic beverage or a controlled dangerous substance, that teacher shall report the matter, upon recognition, to the school director or his/her designee. The Director or his/her designee shall immediately notify the Superintendent or his/her designee and a parent or legal guardian of the student of the matter.

No officer or employee of the district or member of the school board shall be subject to any civil liability for any statement, report, or action taken in assisting or referring for assistance to any medical treatment or social service agency or facility any student reasonably believed to be abusing or incapacitated by the use of nonintoxicating beverages, alcoholic beverages or a controlled dangerous substance unless such assistance or referral was made in bad faith or with malicious purpose.

The Superintendent or his/her designee shall deliver to each teacher written procedures to follow if they have a student who appears to be under the influence of nonintoxicating beverages, alcoholic beverages or a controlled dangerous substance.

1991-92 CAMPUS SECURITY REPORT AND CRIME STATISTICS

The purpose of this report is to provide information pursuant to the Student Right to Know Act regarding campus security and campus crime statistics to current and prospective students and employees of Central Tech. The report will discuss the role and function of campus police personnel, the school's security guidelines for reporting emergencies and crimes, as well as school security guidelines regarding on and off campus facilities. The report will also outline the school's policy regarding alcohol and drug-related violations, including use, sale, possession, and underage drinking. Finally, the report will describe the informational programs available to students and employees about alcohol or drug abuse, campus security, and crime prevention.

The statistical portion of the campus security report includes data on occurrences of murder, rape, robbery, aggravated assault, burglary, and motor vehicle theft district-wide, as reported to campus police personnel or local law enforcement authorities during the last three years.

ROLE AND FUNCTION OF CAMPUS POLICE

Campus police's role is to promote and assist the District in creating a safe and orderly environment for students and employees of Central Tech. This is accomplished through providing assistance with traffic control, monitoring speeds and activities of vehicles on campus, patrolling to deter theft and vandalism, investigating thefts and accidents, providing security for special school functions and aiding stranded motorists, as well as enforcing school policies and procedures relevant to their role.

SECURITY GUIDELINES FOR REPORTING EMERGENCIES AND CRIMES

Campus police reports all emergencies and crimes to the campus director or facility administrator. When appropriate, local law enforcement authorities are asked to assist campus police personnel. Any resulting disciplinary action involving students is administered through the director of the campus where the infraction occurs. Campus police maintains written reports of all emergencies, crimes, and relevant policy violations.

SCHOOL SECURITY GUIDELINES REGARDING ON-AND OFF-CAMPUS FACILITIES

Campus police limits it services to on-campus and school owned (or leased) property only.

POLICY REGARDING ALCOHOL AND DRUG-RELATED VIOLATIONS

It is the policy of the Board of Education of Central Tech that the use, possession or distribution any nonintoxicating beverage (3.2 beer), alcoholic beverage or controlled dangerous substance is prohibited during school hours, on school property, on school buses or at any event sponsored by the District.

This policy applies to any student attending any program, class or activity under the supervision of the District. Violations of this policy will be reported to the director or his/her designee in accordance with District policy and procedure as well as Oklahoma and Federal law.

INFORMATIONAL PROGRAMS AVAILABLE TO STUDENTS AND EMPLOYEES ABOUT ALCOHOL OR DRUG ABUSE, CAMPUS SECURITY, AND CRIME PREVENTION

Students and employees are annually provided information as part of Central Tech's Drug and Alcohol-Free School Program. The information includes: standards of conduct, disciplinary sanctions on students, applicable legal sanctions, identification of potential health risks, and the location of local agencies who provide help to people experiencing problems with alcohol or drugs.

Central Tech believes it is responsible to provide healthful and safe facilities, surroundings and activities for employees, students, clients and patrons. Care is taken to familiarize students and employees with information regarding the services provided by campus security.

STATISTICAL REPORT

The data below reflects district-wide incidents reported to campus police personnel or local law enforcement authorities during the last four years:

		90-91	91-92	92-93	93-94
A.	Murder	0	0	0	0
B.	Sex Offenses (Forcible and Non-Forcible)	0	0	0	0
C.	Robbery	0	0	0	0
D.	Aggravated Assault	0	0	1	0
E.	Burglary	0	1	2	4
F.	Motor Vehicle Theft on Campus	0	2	3	0
G.	Arrest for Liquor Law Violations	0	1	1	0
H.	Drug Abuse Violations	0	1	0	0
I.	Weapons Possessions	0	1	0	0

It is the policy of Central Oklahoma Area Vocational Technical School to provide equal opportunities without regard to race, color, national origin, sex, age, disability or veteran status in its education programs and activities. This includes, but is not limited to, admissions, educational services, financial aid, and employment. Dr. Larry Ann Holley has been designated to coordinate compliance with the requirements contained in the Title VI, Title IX, Section 504 and ADA. Dr. Holley may be contacted as compliance coordinator, Central Vo-Tech, 3 CT Circle, Drumright, OK 74030, telephone number (918) 352-2551, extension 235.

The Tech Prep program was formed by Sapulpa, Bristow, and Morris school districts in cooperation with Central Oklahoma Area Vocational School and Oklahoma State University.

Representatives from each institution and area businesses and industry are working together to create a Tech Prep plan for our students.

For more information
contact your counselor

TECH PREP

DESIGN YOUR FUTURE
Central Vo-Tech
3 CT Circle
Drumright, OK 74030

TECH PREP

deSign your future

SAPULPA • BRISTOW • MORRIS

Central Oklahoma Area
Vocational/Technical
School

Oklahoma State University
Okmulgee/Stillwater

What is Tech Prep?

Tech Prep is an educational plan which prepares students for new and exciting, technologically advanced careers.

Tech prep focuses on applied academics in high school to give students the basic knowledge they need to prepare for future careers.

What is 4+2+2?

4 years in high school (Sapulpa, Bristow, Morris) with technical education recommended (Central Vo-Tech)

+2 years of education after high school (OSU/ Okmulgee)

+2 years of education at a baccalaureate granting university (OSU/Stillwater)

Students may exit at any point with skills which will give them a better opportunity for a higher paying job.

How does it help students?

Tech Prep gives students more choices instead of a single track.

Tech Prep gives students what they need to be employable or to continue their education after high school graduation.

What is applied academics?

Applied academics gives students hands-on activities and workplace applications for learning math, science, and communication skills.

The courses are more effective than the traditional "lecture and learn" method because they relate academics to problems students encounter each day.

How does it work?

STUDENTS MAY CHOOSE TO ENROLL IN TECH PREP COURSES AND RECEIVE THE FOLLOWING:

- Career exploration opportunities
- Broader career choices
- Easy to follow high school course plan
- Earn college credit in a savings account while still in high school
- Job ready upon high school graduation
- Fun, exciting courses that relate to the real world!

Central Vo-Tech Student Job Placement

Employer Card Date__________

Job Title:______________________ Position______________ Job No:____

Employer:______________________ Type of Business______________

Address:____ Zip________

Phone:________________ Contact:________________ Closing Date________

Notes:____

Full-Time____ Part-Time____ Temporary____ Summer____ Salary________ Hr. Wk. Mo. Yr.

Hours:______________________ Location:______________________

Job Description:____

____

____

____

Taken By:________ Exp: Yes No E.O.E. Yes No No. of Openings________

Students Referred:

Name______________________________Results________________________

Name______________________________Results________________________

Name______________________________Results________________________

Name______________________________Results________________________

Name______________________________Results________________________

Name______________________________Results________________________

Name______________________________Results________________________

Name______________________________Results________________________

Person Hired:

Name:______________________________Starting Date____________________

Pay Rate:____________________________Supervisor:_____________________

SKILLS AND ABILITIES

__________ __________
__________ __________
__________ __________
__________ __________
__________ __________

HONORS AND AWARDS

__________ __________
__________ __________
__________ __________
__________ __________
__________ __________

LEADERSHIP ACTIVITIES

__________ __________
__________ __________
__________ __________
__________ __________
__________ __________

TAKE WITH YOU

- Black Ink Pen
- Pencil with GOOD ERASER
- Small pad or Notebook on which to take notes
- Samples of your Work

PREPARATION

- Learn something about the company
- Have specific job in mind
- Fill in Pocket Resume
- Review your qualifications for the job
- Be prepared to answer broad questions about yourself

APPEARANCE

- Well Groomed
- Appropriate clothing
- Make-up in good taste

INTERVIEW

- Be prompt
- Answer questions directly and truthfully
- Be enthusiastic and cooperative
- Don't be afraid to ask questions
- Thank the person for their time

FOLLOW-UP

- Write a thank-you letter within 24 hours of the interview

POCKET RESUME

Questions to Expect during a Job Interview

1. Why should I hire you?
2. Tell me about yourself.
3. Why are you interested in this job?
4. What is your greatest strength? Your greatest weakness?
5. How has your training prepared you for this job?
6. What do you like best about this company?

Questions you could ask:

1. Would you describe a typical work day?
2. Can this job lead to other positions with the company?
3. What skills are most important for this position?
4. If hired, would I report directly to you, or to someone else?

CENTRAL VO-TECH • SCHOOL • GOLD STAR SCHOOL

CE070730

Drumright Campus 918/352-2551
Sapulpa Campus 918/224-9300

BEST COPY AVAILABLE

Name ______________________________ Date ______________ Social Security Number ____________________
Last First , MI

Address ______________________________ Telephone ____________________
Street City State Zip Area Code

IN CASE OF EMERGENCY NOTIFY ____
Name Address City Zip Telephone Number

Education	Name and Location of School	FROM	TO	Subject Studied
High School				
College				
Trade, Business, or Correspondence School				

EXPERIENCE

Date, Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving

REFERENCES (Be sure to request permission to use names)

Name	Address	Business

BEST COPY AVAILABLE

The Career Connection . . .
from Learning
to Earning.

Implementing a Local School-to-Work Partnership: A List of Suggested Activities

CE070730

OKLAHOMA
School-to-Work
SYSTEM

SW9000

BEST COPY AVAILABLE

This publication is printed and issued by the Oklahoma Department of Vocational and Technical Education as authorized by 70 O.S. 1981, Sec. 14-104, as amended. 2500 copies have been prepared and distributed at a cost of $2,350.85. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries.

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Introduction

Oklahoma's school-to-work initiative is being led by hundreds of Oklahomans representing business and industry, education, organized labor, community groups, and governmental entities from all over the state. While these leaders are diverse in many ways, they have one thing in common. They share a vision for improving how we prepare students to become successful citizens, productive workers, and lifelong learners.

One group of these Oklahomans serves on a school-to-work technical committee. This committee is charged with identifying the components for implementing local school-to-work initiatives. This booklet is a result of the work of that committee and the input of dozens of other Oklahomans who are participating in school-to-work partnerships. It lists suggested activities for implementing a local school-to-work initiative.

Gratitude is extended to all who helped make this booklet a reality.

Oklahoma's School-to-Work Model

The way we've been educating students for the past 100 years is no longer the most effective way to prepare graduates to compete in today's marketplace. If students are going to become successful, independent adults, they need a different kind of preparation. Even though we often do a good job of giving students technical and academic preparation, employers today are demanding more. They need workers who have stronger academic skills, especially in math, science, and communications. They also want employees who understand the underlying academic principles for technical skills and who can function effectively as part of a team.

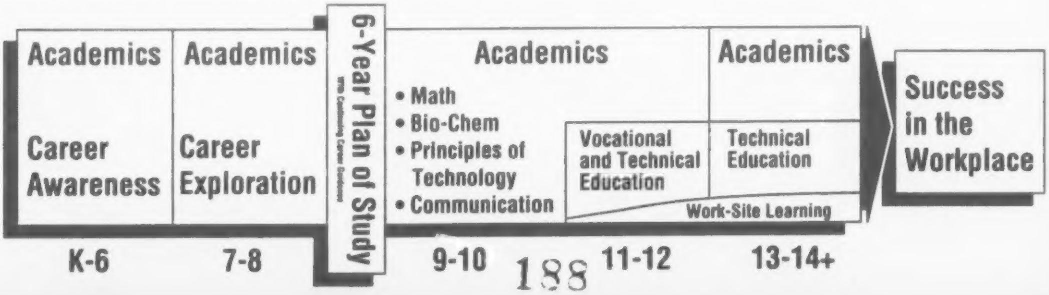
School-to-Work prepares students for postsecondary options and choices. It also prepares students to go to work full time right after high school if they choose to do so. In addition, those involved in a local school-to-work initiative will understand the value of, and seek to participate in, lifelong learning.

Oklahoma's School-to-Work System, shown in the model below, is designed to help us make the changes necessary to ensure career success for Oklahomans. The foundation for any school-to-work partnership consists of three basic components: work-based learning, school-based learning, and connecting activities. Each of these three components must be built into the local partnership plan to provide students with an integrated array of learning experiences that form bridges between education and employment.

School-to-work initiatives should:

- Be accessible to *all* students.
- Be designed and implemented by a broad coalition of community partners.
- Provide extensive career awareness and career exploration opportunities and assessment.
- Integrate academic and occupational learning.
- Provide linkages between secondary and postsecondary education.

The activities listed in this booklet are based on the concepts represented in this model and the School-to-Work Opportunities Act of 1994.


Academics
Career Awareness
Academics
Career Exploration
6-Year Plan of Study
with Continuing Career Guidance
Academics
• Math
• Bio-Chem
• Principles of Technology
• Communication
Vocational and Technical Education
Academics
Technical Education
Work-Site Learning
Success in the Workplace
K-6
7-8
9-10
11-12
13-14+

How to Use This Booklet

This booklet is a guide for building a local school-to-work initiative. It follows Oklahoma's model for a school-to-work system (shown on the facing page).

For each grade level shown in the model, a list of suggested implementation activities is presented. These activities are not necessarily sequential. Many of the activities will need to be performed simultaneously. And because each local initiative is unique, partners will want to customize their implementation activities, including adding or deleting activities, to meet local needs.

Basic program components mandated by the School-to-Work Opportunities Act of 1994 are shown on pages 20–27. These components are *School-Based Learning, Work-Based Learning,* and *Connecting Activities.* Also included are selected *Essential Practices for Improving the Education Foundation*, proven strategies recommended by the Southern Regional Education Board.

Following the publication of this guide, a series of materials and resources will be developed to support the activities listed.

Implementing your school-to-work initiative will not be easy; however, it ***will*** be worth the effort. It is a slow process. It is not a matter of adding or changing a few programs. Instead, School-to-Work requires systemic, collaborative change to give Oklahoma's youth and adults the best chance possible for success in the workplace.

Getting Started

Successful school-to-work initiatives are governed by a broad coalition of community partners. Comprehensive schools, vocational schools, postsecondary institutions, employers, workers, organized labor, students, parents, community groups, and government groups should each be involved. It is important to include all partners as planning takes place so that buy-in is assured. Probably most important is the need to involve the *recipients* of the school-to-work initiative — business and industry. They must specify their standards up front so that efforts are focused in that direction.

A good strategic plan will provide a solid foundation for the school-to-work efforts. The plan should include a vision, a mission, needs assessment, goals, strategies for accomplishing goals, time lines, roles and responsibilities of all partners, resources each partner will provide, and a budget.

Partners will need help in getting a clear vision of what School-to-Work means and how their thinking and their work will change. Orientation and training is critical for all partners. In many cases, especially for school personnel, job descriptions will need to be developed and/or revised to reflect school-to-work responsibilities.

Start-up is the time for comprehensive schools, vo-tech schools, and postsecondary institutions to begin aligning curriculum. Successful school-to-work initiatives align curriculum and instruction at all levels. The result is a more efficient and effective use of students' time. Alignment also helps students relate what is learned in school to what is required in the workplace. Alignment should include articulation and cooperative agreements between secondary and postsecondary institutions. These agreements link curriculum so students make a smooth transition from one level to another without delays, duplication of courses, or loss of credit.

Suggested Activities for Getting Started

- Identify and solicit involvement of key partners from education, business, organized labor, governmental entities, and community groups.
- Develop an understanding of the School-to-Work Opportunities Act of 1994 and visit other school-to-work initiatives.
- Develop a strategic plan.
- Determine organizational structure and establish a board of directors/steering committee.
- Begin to initiate articulation and cooperative agreements.
- Develop local partnership compacts or agreements that outline the responsibilities and expectations of all partners.
- Develop a marketing plan.
- Develop and implement coordinated initial training plans for all partners.
- Explore funding sources and submit grant proposals as required.
- Establish a structure for paying salaries and benefits for work-based learning programs and dealing with other legal issues.
- Promote the formation of partnerships between schools and local businesses.
- Develop and/or revise job descriptions for academic and vocational teachers, counselors, and administrators to reflect school-to-work responsibilities.

Targeting Kindergarten–6th Grade

Every school site needs a team that will promote, develop, guide, implement and assess school-to-work activities at that site. Such a team is needed at all levels, from kindergarten through postsecondary education. School-to-work requires a significant change in how teachers, counselors, and administrators think and work — the kind of change that requires intentional effort. A local site committee should be charged with helping school personnel implement and sustain the effort.

Career awareness and guidance for students help build a solid foundation for school-to-work initiatives. Beginning in elementary school, students should have opportunities to participate in career awareness activities. In K-6, appropriate activities include general information about careers, job-site visits, school-based enterprises, and school visits by people from various occupations.

Teachers at all levels must have firsthand knowledge of the workplace. In order for teachers to relate classroom learning to workplace applications, teachers must spend time in business and industry on a regular basis.

Teacher and counselor development and in-service sessions help provide the necessary foundation for all other school-to-work activities. Once the need is established for more career awareness activities at the elementary level, the process of infusing career awareness into the curriculum will be much easier.

Parents are important partners in the school-to-work system. Parents may be included in classroom awareness activities and can serve as a rich resource for teacher and counselor business internships or shadowing experiences. Parents may also assist in making arrangements for students to tour businesses.

Parents should receive information about financial aid for postsecondary education. Explain the Oklahoma Higher Learning Access Program (OHLAP) to parents and students by the 5th grade so that options for financial aid for higher education is understood by eligible parents and students. This information could influence the future plans of families for education and training beyond high school.

Suggested Activities for Kindergarten–6th Grade

- Develop a site committee at each local school to guide and assess school-to-work activities.
- Provide school-to-work in-service and professional development activities for teachers, counselors, and other school personnel.
- Integrate career awareness into curriculum.
- Develop a process to inform parents and students of sequential career awareness opportunities leading to a six-year plan of study at the end of the 8th grade.
- Provide learning experiences (i.e., internships, shadowing, plant tours, etc.) in business and industry for teachers.

Targeting 7th and 8th Grades

Students in 7th and 8th grades need additional information and hands-on experiences related to careers. Career exploration and career sampling opportunities are crucial at this point. These opportunities allow students and parents to begin thinking about career choices and to effectively plan secondary and postsecondary educational experiences.

Student assessment provides a foundation for career and course planning. Interest inventories and other career assessment tools assist students in targeting occupational areas of interest and aptitudes for chosen occupations. The results of these assessments guide students and teachers in designing a path of coursework and training necessary to attain career goals.

A permanent career database for each student will give continuity to the educational experience. Now is the time to begin building a permanent database for each student. The database can be used to document aptitudes, assessments, interests, learning styles, experiences, competency attainment, and other information. Teachers can use this information to plan educational experiences that meet each student's needs.

Remember, a site committee, staff development, and the teacher's firsthand knowledge of the workplace are essential at all levels. (See page 8 for details.)

Suggested Activities for 7th and 8th Grades

- Develop a site committee at each local school to guide and assess school-to-work activities.
- Provide school-to-work in-service and professional development activities for teachers, counselors, and other school personnel.
- Assess students for learning styles, career aptitudes, and career awareness.
- Implement career information, career exploration (such as technology education programs), and career sampling opportunities (i.e., job shadowing, job-site visits, school-based enterprises, school visits by individuals in various occupations, and community development projects).
- Provide in-service for employers related to career sampling opportunities.
- Initiate a permanent career data system that will move with students through all schooling (i.e., list of information exposed to, assessment data, learning style, career aspiration information, competencies, transferable standards, community service, attendance record, portfolio items, etc.).
- Provide students and parents with information about student interests, learning styles, etc.
- Provide learning experiences (i.e., internships, shadowing, plant tours, etc.) in business and industry for teachers and counselors.

Completing the Six-Year Plan of Study

A well-designed plan of study that connects academic and vocational classes related to a career cluster which the student is planning to pursue is important. The assistance of a teacher advisor or mentor to interact with all students and their parents or guardians is critical for the success of the plan of study.

Parental/guardian involvement is critical. Research shows that students perform better when parents are a part of the educational planning process.

Relevant data will help make the plan of study meaningful. Supply and demand outlooks for occupations, student assessment information, career cluster information, and postsecondary options should all be discussed with students, teachers, and parents as educational plans are developed so that informed decisions can be made.

A career passport goes beyond the requirements for a high school diploma. The career passport verifies that a student has met rigorous state standards in the areas of educational skills, program completion, competency attainment, academic achievement, school attendance, and resume preparation. Passport recipients are encouraged to seek industry-endorsed credentials, certificates, or licenses to supplement the passport.

Suggested Activities for Completing the Six-Year Plan of Study

- Identify local and regional options and outlooks for careers.
- Assist students in choosing a career cluster based on interests and other assessments.
- Assist students in planning for appropriate academic and vocational learning experiences related to their chosen career cluster.
- Ensure that all students understand the requirements for obtaining a career passport.
- Ensure that all students complete a six-year plan of study (parents, teachers, and students establish the plan together).

Targeting 9th and 10th Grades

Strong academics are vital to ensure student success in the workplace. School-to-work initiatives call for the elimination of the "general academic" track. Employers today need workers who can communicate effectively, solve complex problems, understand the underlying scientific principles of technology, and who also understand the value of lifelong learning.

Applied courses in math, science, and communications benefit students who learn best with a hands-on approach. Applied academics — a hands-on, contextual approach to teaching academic subjects — help students see how *what* they are learning is relevant. Studies show that learning academics in an applied way can greatly improve a student's interest, retention, and achievement.

In addition to academic and technical skills, employers demand workers who possess general workplace competencies. Teamwork, communication, leadership, critical thinking, decision making and interpersonal skills are among the skills that employers require in new employees. Teachers should not only integrate their curriculum with general workplace competencies but also actively teach these skills in an applied context.

Portfolios are a lifelong, student-managed collection of achievements and progress toward career goals. Beginning in the 9th grade, each student should start compiling a portfolio.

Plans of study should be reviewed by the student, parent, and teacher advisor periodically. In addition, an interest inventory and aptitude assessment should be done by the 10th grade to reaffirm the student's initial cluster choice.

Career sampling opportunities allow students to connect what they learn in school with how they can apply their learning in the workplace. To make a meaningful connection between school and work, students need to observe how what they learned in school is applied in the workplace.

Teachers must work together for the benefit of students. Academic and vocational teachers can make concepts relevant to students by determining how they can work as a team to connect a concept with its real-world applications. Administrators must find ways to "buy" the time it takes for this kind of planning to take place.

Remember, a site committee, staff development, and the teacher's firsthand knowledge of the workplace are essential at all levels. (See page 8 for details.)

Suggested Activities for 9th and 10th Grades

- Develop a site committee at each local school to guide and assess school-to-work activities.
- Provide school-to-work in-service and professional development activities for teachers, counselors, and other school personnel.
- Implement an action plan to initiate the *School-Based Learning Component* (see pages 20-21).
- Provide a system for frequent parental contact, communication, and decision making.
- Implement an action plan to ensure that the *Essential Practices for Improving the Education Foundation* are in place (see pages 22-23).
- Align academic and vocational curriculum with state and national industry-validated duty/task lists.
- Integrate general workplace competencies into all curriculum.
- Provide adequate time to allow for staff development and team planning and interaction.
- Integrate academic and vocational curriculum.
- Review and revise plans of study as needed.
- Develop a process for screening and admitting students to work-based learning programs.
- Initiate student portfolios (a part of the database).
- Continue career sampling opportunities (i.e., job shadowing, job-site visits, school-based enterprises, school visits by individuals in various occupations and community development projects).
- Provide in-service for employers related to career sampling opportunities.
- Provide learning experiences (i.e., internships, shadowing, plant tours, etc.) in business and industry for teachers and counselors.

Targeting 11th and 12th Grades

Academic and vocational courses should work hand-in-hand. Students will benefit from applying academic concepts to vocational situations. Similarly, using vocational examples can help make academics more meaningful for the student.

Just as important as academic and technical skills are the general workplace competencies required in today's high-performance workplace. These competencies include critical thinking, decision making, computer literacy, interpersonal communications, teamwork, and total quality management skills. General workplace skills are not "subjects" to be taught in an isolated setting. Instead, they should be integrated into all learning and modeled by teachers and other school staff.

Work-based learning is an important part of a school-to-work system. Ideally, students pursue work-based learning experiences at a work site and under the guidance of a workplace mentor. However, such experiences can also take place in the school through school-based enterprises, simulations, or special projects. The key in both cases is industry involvement in designing and implementing each student's work-based learning experience. The goal of such experiences is for students to further develop specific technical competencies and general workplace competencies.

Articulation and cooperative agreements between secondary and postsecondary institutions facilitate the school-to-work initiative. These agreements eliminate duplication of course content between area vo-tech schools and colleges and universities and provide students with the opportunity to earn college credit while enrolled at an area vocational-technical school.

Teachers should work to make their students' transition to postsecondary education seamless. Teachers must help students connect the career cluster selected in the plan of study with postsecondary opportunities. Teachers should also discuss with their students the application process, existing articulation agreements, and opportunities for financial aid.

Schools should partner with community service providers to ensure that student needs are met. While they are learning, students may have special or ongoing needs that require the assistance of local (or state) service providers. Schools and service organizations can work together so that a student's needs do not detract from the learning experience. Such cooperative efforts require greater communication among all partners.

Remember, a site committee, staff development, and the teacher's firsthand knowledge of the workplace are essential at all levels. (See page 8 for details.)

Suggested Activities for 11th and 12th Grades

- Develop a site committee at each local school to guide and assess school-to-work activities.
- Provide school-to-work in-service and professional development activities for teachers, counselors, and other school personnel.
- Align K-12, academic, vocational, and postsecondary curriculum.
- Integrate applied academics into vocational programs.
- Integrate vocational examples into academic classrooms.
- Integrate general workplace competencies into all curriculum.
- Implement an action plan to initiate *Activities for Connecting School-to-Work* (see pages 24-25).
- Continue to initiate articulation and cooperative agreements.
- Implement an action plan to start the *Work-Based Learning Elements* (see pages 26-27).
- Provide work-site learning experiences as appropriate.
- Ensure that role and responsibility agreements are in place for administrators (academic and vo-tech), students, employers, classroom teachers (academic and vo-tech), parents, school-to-work coordinators, mentors, and school-site mentors.
- Establish curriculum integration between vocational programs and work site.
- Enhance linkages between after-school, weekend, and summer jobs, career exploration, and school-based learning.
- Provide in-service for employers related to career sampling opportunities and work-site mentoring.
- Provide supplementary and support services such as child care and transportation.
- Issue career passports as appropriate.
- Review and revise plans of study as needed.
- Provide learning experiences (i.e., internships, shadowing, plant tours, etc.) in business and industry for teachers and counselors.
- Initiate communications with higher education institutions to provide a seamless experience for students moving to postsecondary programs.
- Provide job placement assistance to students.

Targeting Postsecondary Education (13th–14+)

A student's transition from high school to postsecondary education should be seamless. Communication and cooperation between secondary and postsecondary educational entities will make postsecondary schooling a continuation of the learning experience, rather than an interruption or change in direction.

Some of the barriers to student success can be eliminated by providing supplementary and support services. For example, the availability of child care, transportation, and other support services can influence the level of success a student can attain. Without needed support services, students may not be able to participate fully, or at all.

Business and industry partners continue to be a critical part of the school-to-work initiative at the postsecondary level. Relationships with business and industry at the postsecondary level may expand to include tuition assistance and curriculum alignment for professional careers. Business and industry should also help determine seminar and short-course offerings.

Learning is really a lifelong process. Change is the only constant today. Technology and other factors ensure that workers will be required to keep learning and growing throughout their careers. A school-to-work initiative must accommodate this need for lifelong learning.

Many of the activities implemented during the secondary level will also apply to the postsecondary experience. And remember, a site committee, staff development, and firsthand knowledge of the workplace for teachers are essential at all levels. (See page 8 for details.)

Suggested Activities for Postsecondary Education (13th–14+)

- Develop a site committee at each local institution to guide and assess school-to-work activities.
- Provide school-to-work in-service and professional development activities for teachers, counselors, and other school personnel.
- Implement an action plan to initiate *Activities for Connecting School-to-Work* (see page 25).
- Continue to expand articulation and cooperative agreements.
- Integrate applied academics into vocational programs.
- Integrate vocational examples into academic classrooms.
- Integrate general workplace competencies into all curriculum.
- Establish curriculum integration between vocational programs and the work site.
- Provide a bridging process for assisting students in the transition from the high school component to the postsecondary component.
- Provide a process for continued coordination of supplementary and support services.
- Issue career passports as appropriate.
- Provide for teacher learning experiences related to career clusters (i.e., internships, shadowing, plant tours, etc. in business and industry).
- Expand partnerships with business and industry to include such things as scholarships and sponsorships.
- Provide job placement assistance to students.

School-Based Learning

The foundation of a local school-to-work partnership consists of three basic components: work-based learning, school-based learning, and connecting activities. Each of these three components must be built into the local partnership plan to provide students with an integrated array of learning experiences that form bridges between education and employment.

School-based learning is one of the three major components that must be a part of every school-to-work initiative. The objective of the school-based learning component is to provide students with opportunities for career exploration, instruction in both academic and technical skills, and guidance in identifying goals for education and employment. School-based learning consists of the six major elements shown on the following page.

Career awareness and exploration are cornerstones in achieving school-to-work goals. Students begin participating in career awareness or career exploration and counseling programs no later than the 7th grade and select a career major no later than the beginning of 11th grade. At the end of the 8th grade, each student develops a program of study that meets the academic and vocational requirements established by the state for all students and that concludes with the documentation of competency attainment.

Applied methodologies, interdisciplinary teaching, and team-teaching strategies provide new approaches to how students are taught. These approaches recognize that each student has unique needs and strive to meet those needs more effectively.

School-Based Learning Components

1. Include career awareness and career exploration and counseling (beginning at the earliest possible age but not later than the 7th grade) in order to help interested students identify, and select or reconsider, their interests, goals, and career majors, including options that may not be traditional for their gender, race, or ethnicity.
2. Include initial selection by interested students of a career major no later than the beginning of the 11th grade.
3. Include a program of study designed to meet the same academic content standards the state has established for all students, including, where applicable, standards established under the Goals 2000: Educate America Act. The program of study will also meet the requirements necessary to prepare a student for postsecondary education and the requirements necessary for a student to earn a skill certificate.
4. Include a program of instruction and curriculum that integrates academic and vocational learning (including applied methodologies and team-teaching strategies) and that incorporates instruction, to the extent practicable, in all aspects of an industry, appropriately tied to the career major of a participant.
5. Include regularly scheduled evaluations involving ongoing consultation and problem solving with students and school dropouts to identify their academic strengths and weaknesses, academic progress, workplace knowledge, goals, and the need for additional learning opportunities to master core academic and vocational skills.
6. Include procedures to facilitate the entry of students participating in a School-to-Work Opportunities program into additional training or postsecondary education programs, as well as to facilitate the transfer of the students between education and training programs.

Improving the Education Foundation

The foundation of a local school-to-work partnership consists of three basic components: work-based learning, school-based learning, and connecting activities. Each of these three components must be built into the local partnership plan to provide students with an integrated array of learning experiences that form bridges between education and employment.

High expectations provide a framework for outstanding student performance. Expectations of student performance can be raised by eliminating the general academic track and requiring students to take more challenging coursework. Schools in the Southern Regional Education Board Consortium are proving it is possible to raise expectations, and, therefore, performance, if the curriculum is relevant, students feel they are respected, and teachers and administrators work together.

Applied academic options (math, science, and communications) offer an alternative for students who learn best using a hands-on, contextual approach. Applied courses provide the same results as traditionally taught courses but reach those results through a different approach. The academic principles learned are applied to real-world problems and issues. As a result, students see why it is important for them to understand and be able to use what they are learning.

The integration of academic and vocational curriculum enhances the relevance of both. It is important for teachers, working as teams, to weave mathematics, science, and communication skills into vocational activities. Likewise, vocational examples used in academic coursework make learning more relevant. Students can then better understand the relationship between academic and vocational studies. They can also see how one subject relates to another.

Essential Practices for Improving the Education Foundation

1. Eliminate the general track.
2. Offer applied academic options that include math, science, and communications.
3. Acquire laboratory equipment and materials to support applied courses.
4. Allot school time for academic and vocational teachers to collaborate and integrate curriculum.
5. Assess students' interests and aptitudes and use results as a basis for placement into school-to-work career clusters.
6. Provide supplemental supportive services, such as educational enhancement centers, that will enable students to successfully complete a plan of study that includes higher academics.
7. Involve parents in career planning and counseling.
8. Assess, plan, and improve the effects of curriculum, instruction, school climate, school organization, and school management, using the following considerations:
   A. Evidence of higher expectations for students by creating opportunities such as challenging courses; more homework; greater parental/guardian involvement; more math and science courses, especially in the senior year; clear performance standards; and student accountability;
   B. A structured, coherent program of study for students that will ensure eligibility to continue education and have success in the workplace.

Note: This is only a partial listing. More information about improving the education foundation can be found in *Making High Schools Work* (1992) by Gene Bottoms, Alice Presson, and Mary Johnson, under the auspices of the Southern Regional Education Board.

Connecting School to Work

The foundation of a local school-to-work partnership consists of three basic components: work-based learning, school-based learning, and connecting activities. Each of these three components must be built into the local partnership plan to provide students with an integrated array of learning experiences that form bridges between education and employment.

Partnerships must ensure that effective guidance occurs at all stages of a student's learning experience. Students must be guided to the appropriate opportunities for work-based learning. Mentors must be provided at the school and in the workplace to guide and counsel students. Students must be linked with the community services necessary to facilitate learning and promote a successful transition from school to work.

Assistance is crucial within the partnerships. *Employers* must receive technical assistance in their design and training efforts. For example, they may require assistance in designing school-based and work-based components as well as in training school and workplace participants in their roles and responsibilities (including teachers, mentors, and counselors). *Schools and employers* must assist one another to integrate school-based and work-based experiences in meaningful and effective ways. The partnership must also assist them in integrating academic and occupational learning. *Successful program participants* require assistance in finding a job, continuing their education, or entering additional training programs.

Information is essential to continuous improvement of all school-to-work efforts. Partnerships must gather, interpret, and respond to program data such as post-program results. Similarly, employer and industry strategies for skill improvement should be incorporated into student learning experiences as needed.

Activities for Connecting School to Work

1. Match students with the work-based learning opportunities of employers.
2. Provide, with respect to each student, a school-site mentor to act as a liaison between the student and the employer, school, teacher, school administrator, and student's parent and, if appropriate, other community partners.
3. Provide technical assistance and services to employers, including small- and medium-sized businesses, and other parties
   A. in designing school-based learning components, work-based learning components, and counseling and case management services; and
   B. in training teachers, workplace mentors, school-site mentors and counselors.
4. Provide assistance to schools and employers to integrate school-based and work-based learning and to integrate academic and occupational learning into the program.
5. Encourage employers to actively participate, in cooperation with local education officials, in the implementation of local activities.
6. Provide assistance to participants who have completed the program in finding an appropriate job, continuing their education, or entering into an additional training program.
7. Link the participants with other community services that may be necessary to assure a successful transition from school to work.
8. Collect and analyze information regarding post-program outcomes of participants in the School-to-Work program, to the extent practicable, on the basis of socioeconomic status, race, gender, ethnicity, culture, and disability, and on the basis of whether the participants have limited-English proficiency, are school dropouts, are disadvantaged, or are academically talented.
9. Link youth development activities with employer and industry strategies for upgrading the skills of their workers.

Work-Based Learning Elements

The foundation of a local school-to-work partnership consists of three basic components: work-based learning, school-based learning, and connecting activities. Each of these three components must be built into the local partnership plan to provide students with an integrated array of learning experiences that form bridges between education and employment.

Work-based learning links what students learn with how they will apply that learning in the workplace. Work-based learning prepares students to enter the world of work. To achieve this goal, partners in a school-to-work system must integrate students' school-based learning experiences with those in the workplace. Experiences at the school should help students prepare for specific workplace activities. Workplace experiences should allow students to use their school-based learning in real-world applications. Together, these experiences help students connect what they learn with its practical applications and importance on the job. Each type of experience can make the other more meaningful to the student.

Work-based learning can take place in the school or at a work site. Ideally, students will have access to a work site. In some communities or school districts, however, appropriate work-site placements may not be available. In such cases, students can achieve work-based learning in the school through a variety of options such as simulation exercises, school-based enterprises, and individual projects. Either way, a qualified mentor guides the student through planned learning objectives and experiences that build upon the student's school-based learning.

Meaningful work-based learning is a structured experience. A planned and coordinated program leads to meaningful connections between learning and working. For example, partners work together to define the work-based learning program. This includes identifying the learning objectives and coordinating instruction in the school and in the workplace.

Workplace mentors are essential for providing students with ongoing support and counseling during the workplace experience. To be successful, mentors must receive adequate training to prepare them for this role.

Work-Based Learning Elements

1. The School-to-Work Opportunities Act of 1994 mandates the following work-based learning components:
   - A. Work experience (paid experiences preferred)
   - B. A planned program of job training and work experiences (including training related to preemployment and employment skills to be mastered at progressively higher levels) that are coordinated with learning in the school-based learning component and are relevant to the career majors of students and lead to the award of skill certificates
   - C. Workplace mentoring
   - D. Instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, and employability and participative skills
   - E. Broad instruction, to the extent practicable, in all aspects of the industry.
2. Partners must formally agree on the goals of the work-based program and how to achieve them.
3. Student learning at the workplace progresses according to a structured plan.
4. Work-based experiences promote the development of broad, transferable skills.
5. School-based activities help students distill and internalize lessons of work experience.
6. Student learning at the worksite is documented and assessed.
7. The program prepares students to enter the workplace.
8. Students receive ongoing support and counseling.
9. The program provides orientation, training, and ongoing support to work-site and school staff.
10. Administrative structures are established to coordinate and manage the work-site component.
11. Mechanisms exist to assure the quality of students' work-based learning experiences.

OKLAHOMA
School-to-Work
SYSTEM

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The ABC's of

OKLAHOMA
School-to-Work
SYSTEM

A Glossary of Terms

A Glossary of Terms for Oklahoma's School-to-Work System

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A

ACADEMIC PREPARATION -- courses representing state graduation or college entrance requirements.

ADVANCED PLACEMENT — programs that are time-shortened and eliminate course redundancy. Advanced placement is often granted when courses are waived at the postsecondary level.

ADVANCED SKILL PROGRAMS — programs that are skill-enhanced or contain advanced curriculum. Advanced skill programs add more advanced training, eliminate course redundancy, and enable students to graduate with higher-level skills.

ADVANCED STANDING — a process through which a student may be eligible to receive credit for all or part of a course due to competencies mastered previously. Advanced standing avoids unnecessary duplication of instruction and student learning.

AGRICULTURAL EDUCATION -- programs that prepare students for careers in production agriculture, agribusiness and emerging agricultural fields.

ALL STUDENTS — both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students; students with diverse racial, ethnic, or cultural backgrounds; students with disabilities; students with limited English proficiency; migrant children; school dropouts and academically talented students.

ALL ASPECTS OF AN INDUSTRY -- as specified by the Carl D. Perkins Vocational and Applied Technology Act, vocational education programs should focus on broad, transferable skills and stress understanding and demonstration of the following elements of an industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues.

APPLIED ACADEMICS — courses such as principles of technology, applied mathematics, applied science, applied biology and chemistry, applied communications, and applied social studies that focus on subject matter concepts as they are applied to real-world problem solving.

APPRENTICESHIP — a prescribed learning experience during which an individual called an apprentice learns a trade through several years of training on-the-job and related instruction. Apprenticeships usually last about four years but may range from one to six years. The sponsor of an apprenticeship program plans, administers and pays for the program. Apprenticeship programs are conducted or sponsored by an employer(s) or a joint apprenticeship committee representing both employers and a union. Apprenticeship programs are commonly registered with the federal government or a federally approved state apprenticeship agency.

ARTICULATION — a process for coordinating the linking of two or more educational systems within a community to help students make a smooth transition from one level to another, without experiencing delays, duplication of courses or loss of credit. *Horizontal articulation* generally refers to student transfer of credit from one program to another within one institution or from one institution to another; *vertical articulation* refers to the transfer of credit from a lower-level institution to a higher-level one. The term is used both in higher education and in a secondary/postsecondary connection. The secondary/postsecondary version describes a high school/AVTS vocational program/junior college connection; the higher education version of vertical articulation describes a junior college/senior college connection.

ASSESSMENT:

SKILL ASSESSMENT — the process of measuring performance against a set of standards (through examination, practical test, performance observation and/or the completion of portfolios of work and assignments).

CAREER ASSESSMENT — the process of measuring vocational aptitude, career interest and academic and vocational achievement. It may also include such factors as work history, physical capacity, work values and temperament. Career assessment may be accomplished through formal, standardized instruments or through informal means such as interviews or observing work samples.

B

BAT — Bureau of Apprenticeship and Training. The federal agency that issues certificates of apprenticeship.

BOARD, STATE BOARD -- the State Board of Vocational and Technical Education is the governing body for public, secondary and postsecondary vocational education in Oklahoma. Its policies are implemented and enforced by the Oklahoma Department of Vocational and Technical Education.

BUSINESS EDUCATION — the program of instruction that equips students with the academic and technological skills necessary for employment and advancement in business careers.

C

CAREER ACADEMIES -- career-focused high schools that prepare high school students in specialized areas. They focus on the integration of academic and technical content and build effective and systemic links between institutions of education and training and the world of work.

CAREER AWARENESS -- helping students understand the role of work, one's own uniqueness and basic knowledge about career clusters and different occupations within those clusters.

CAREER EXPLORATION -- helping students discover their individual interests, abilities, values and needs by exploring jobs and how they fit into the world of work through hands-on exploration, career assessment, career videos, job shadowing, career mentoring or actual job experience.

CAREER INFUSION — folding career concepts into academic curriculum.

CERTIFICATE OF AGE AND SCHOOLING, FORM #601 (student work permit) — a form not mandated by law but recommended by the Oklahoma Department of Labor to be issued for 16- and 17-year-old youths; includes their age, the type of work they will be performing, and the type of industry in which they will be working. This form allows the U.S. Department of Labor to check for compliance of nonhazardous work being performed by youths 16 and 17 years old.

CERTIFICATION — the provision of a certificate or award to individuals, indicating the attainment of skills or knowledge, usually as a result of a training system. This may be a passport component.

COMMUNITY-BASED ORGANIZATION — a private, nonprofit organization of demonstrated effectiveness that is representative of communities or significant segments of communities and that provides job training services. Examples include the National Urban League and the United Way of America.

COMPETENCY — the ability to perform the activities within an occupation to the set standard. It may incorporate the ability to apply the relevant skills and knowledge to new situations within the occupational area, as well as generic skills.

COMPETENCY-BASED EDUCATION — a methodology of instruction that (a) identifies cognitive, psychomotor and affective skills needed to meet a specified standard; (b) informs students and teachers of the precise and detailed learning objectives required to achieve performance; (c) emphasizes performance standards in testing, course requirements, and/or graduation and (d) facilitates learning by allowing each student to master the task through flexibility in learning time and methods.

CONCURRENT ENROLLMENT — the process by which high school students are enrolled in college courses and receive both high school and college credit.

CONNECTING ACTIVITIES — those activities designed to assure that the school- and work-based components of the program work smoothly together to achieve desired outcomes. Connecting activities match students with the work-based learning opportunities of employers, provide a school-site mentor for each student, provide technical assistance to employers and schools, provide assistance for finding appropriate jobs, link participants with community services, collect and analyze postprogram outcomes and link youth development activities with employer and industry strategies for upgrading the skills of their workers.

COOPERATIVE EDUCATION — a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternating study in school with a job in any occupational field. Such alternation shall be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time to fulfill the cooperative education requirements.

COOPERATIVE ENROLLMENT — adult student enrollment in a vocational program at an area vocational-technical school that allows the adult student to simultaneously receive college credit toward an associate degree.

CORD — the Center for Occupational Research and Development, developers of much of the applied academics curriculum.

CORE COMPETENCIES — those tasks that are fundamental for occupational competency and common across an occupational career cluster.

CREDENTIAL -- an industry-sponsored and industry-recognized "document" issued upon occupational mastery.

CURRICULUM — a set of information, skills and experiences structured and presented for instructional effectiveness.

CURRICULUM ALIGNMENT— the process of integrating and sequencing occupational and academic skills, secondary and postsecondary education, and school-based and work-based training and experiences to develop individuals who can be successful in the workplace.

CURRICULUM MATRIX — a document used in curriculum alignment and articulation. The matrix lists all skills and experiences found in the curriculum. It makes the alignment visible by showing specifically where each skill and experience are presented to learners and by whom.

D

DECA — the vocational student organization for those enrolled in Marketing Education (no longer stands for Distributive Education Clubs of America).

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION -- used when referring to the state agency, not its governing body, the State Board of Vocational and Technical Education.

DEVELOPMENTAL GUIDANCE PROGRAM — guidance activities, based on the developmental age of the student, conducted on a regular and planned basis to assist students in achieving specified competencies.

DOL -- U.S. Department of Labor

DOE — U.S. Department of Education

DUTY — an area of responsibility comprised of related tasks.

E

EDUCATION, STATE BOARD OF -- the governing body for elementary and secondary education in Oklahoma. The State Superintendent of Public Instruction serves as the chair of this board and the State Board of Vocational and Technical Education.

EMPLOYMENT STABILITY SKILLS — life skills necessary to establish a foundation for stable and long-term employment such as managing money, time and personal environment while simultaneously balancing work and family.

F

FBLA — the vocational student organization for those enrolled in Business Education (stands for Future Business Leaders of America).

FFA — the vocational student organization for those enrolled in Agricultural Education (no longer stands for Future Farmers of America).

FHA/HERO — the vocational student organization for those enrolled in Home Economics Education (stands for Future Homemakers of America/Home Economics Related Occupations).

G

GOALS 2000 EDUCATE AMERICA ACT — legislation providing resources to states and communities to develop and implement systemic education reforms aimed at helping all students reach challenging academic and occupational standards. The goals are a set of eight national expectations for dramatic improvement in all levels of the educational system-from birth through lifelong learning. Each state is asked to develop and implement state strategies to achieve these eight goals.

H

HB1017, SECTION 32 — a section of Oklahoma legislation which states that "A school day for any group of pupils shall consist of not less than six (6) hours devoted to school activities . . . as otherwise defined by law or as defined by the State Board of Education." As with the cooperative programs, a student who is employed through an apprenticeship program at least 10 hours per week may receive one unit of credit for that supervised work experience. The student may be released up to two hours per day (or equivalent throughout the week) from the normal six-hour day for this experience.

HEALTH OCCUPATIONS EDUCATION -- a program of instruction which challenges students to integrate mathematical, natural and social science concepts through classroom, laboratory and clinical experiences while preparing for careers in the health care industry.

HIGH-PERFORMANCE WORK COMPANIES — companies that reduce levels of bureaucracy by increasing the skill levels of their front-line workers and then giving them greater authority for a wider variety of tasks.

HIGH-PERFORMANCE WORKPLACE — a workplace that empowers workers to participate and fully utilize their skills and knowledge. Such workplaces are characterized by flexible and decentralized production techniques, employee empowerment, a strong emphasis on continuously improving work performance, continual training to upgrade skills and the employee's ability to function effectively in a problem-oriented environment, and increasing integration of tasks through work teams and the identification of workers with their products and services.

HOME ECONOMICS EDUCATION — the program of instruction that prepares students for the workforce and for home life through teaching resource and time management, nutrition and food preparation, parenting and child development, healthy living, consumer education, personal clothing management, housing and home furnishings, and human relationships and family development.

HOSA — the vocational student organization for those enrolled in Health Occupations Education (Health Occupations Students of America).

I

INTEGRATED LEARNING — the "horizontal" bridging across academics and vocational areas of the curriculum to provide students with exposure to both disciplines and ultimately how to apply them.

INTERNSHIP — secondary or postsecondary work-based learning in which a three-way partnership is established between the school, an employer or business, and the student for the purpose of providing practical education to the student through productive work opportunities. A signed agreement between all parties outlining a student's cooperative learning plan is a necessary component of an internship.

INTERPERSONAL SKILLS — working with others by participating as a member of a team, teaching others new skills, serving clients and customers, exercising leadership, negotiating, and working with diversity.

J

JOB ROTATION -- observing or performing a variety of jobs within a single industry or business.

L

LEVELS OF COMPLEXITY:

CAREER-SUSTAINING — competence in the performance of routine work activities and/or achievement of a broad foundation of work competence as a basis for progression.

SPECIALIST — competence in a significant range of work activities performed in a variety of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility or autonomy. Collaboration with others, perhaps through membership in a work group or team, may often be a requirement.

SUPERVISOR — competence in a broad range of work activities performed in a wide variety of contexts; most of the work is complex and nonroutine. There is considerable responsibility and autonomy, and the control and guidance of others is often required.

MANAGER/ENTREPRENEUR — competence in a broad range of complex, technical or professional, and specialized work activities performed in a wide variety of contexts and with a substantial degree of responsibility and autonomy. Responsibility for the work of others and the allocation of resources is usually present. The term also implies competence in a variety of tasks related to owning one's own business.

LOCAL EDUCATION AGENCY -- a public board of education or other public authority legally constituted within a state for administrative control or direction of, or to perform a service function for, the public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. Such term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

M

MAGNET SCHOOL -- a specialized school with an occupational focus that offers a varied amount of work experience to students, depending on the industry and school involved. Magnet schools originated in the desegregation movement of the 1960s. In the context of School-to-Work, magnet schools specialize in certain professions or career focuses that prepare students for entry-level jobs in specific fields.

MARKETING SCHOOL-TO-WORK — all activities that carry forward the School-to-Work mission, including information dissemination, image-building, promotion, and publicity.

MARKETING EDUCATION -- a program of instruction that prepares students for careers in marketing and management.

MEMORANDUM OF TRAINING — an agreement delineating responsibilities and performance expectations of each party: the student, the parents or guardians, the school(s), and the employer.

MENTORING — matching a professional with a student who has similar career interests. The mentor advises and provides a role model for the student. Visits to the mentor's work site provide insight into the student's career choice.

N

NATIONAL SKILLS STANDARDS BOARD -- the board which serves as a catalyst in stimulating the development and adoption of a voluntary national system of skill standards and of assessment and certification of attainments of skill standards.

NONTRADITIONAL --a reference to persons pursuing occupations not customary for members of their gender, race, or other category. The term is also used to refer to older students enrolled in educational programs.

O

OCCUPATION -- a combination of skills for which training and employment occurs.

OCCUPATIONAL CLUSTER -- a grouping of related occupations.

P

PASSPORT -- a state-issued, school-validated document demonstrating that a student has met state and/or national competency standards in at least one occupation. Passport recipients are encouraged to seek industry-issued credentials, certificates or licenses and include these in the passport.

PERFORMANCE STANDARD — the minimum level of achievement or rate of progress that indicates when a goal or objective has been met.

PLAN OF STUDY -- a planned, coherent sequence of courses leading to or supporting a career major.

PORTFOLIO -- a lifelong, student-managed collection of accomplishments and progress toward career goals. All students are eligible to prepare a portfolio.

R

REGISTERED APPRENTICESHIP AGENCY -- the Bureau of Apprenticeship and Training in the U.S. Department of Labor or a state apprenticeship agency recognized and approved by the Bureau of Apprenticeship and Training as the appropriate body for state registration for approval of local apprenticeship programs and agreements for federal purposes.

REGISTERED APPRENTICESHIP PROGRAM -- a program registered by a registered apprenticeship agency.

S

SCANS — Secretary's Commission on Achieving Necessary Skills. The commission, comprised of education experts, teachers, executives and labor officials representing a variety of industries, examined the demands of the workplace and whether young people are capable of meeting those demands. In summary, the commission's findings noted that "good jobs will increasingly depend on people who can put knowledge to work . . . and that the globalization of commerce and industry and the explosive growth of technology on the job have changed the terms for entry into the world of work." The SCANS Commissioners recommended that education and training programs be revised to focus on developing "workplace know-how," which includes five competencies and a three-part foundation of skills and personal qualities.

SCHOOL-BASED LEARNING — instruction that includes (1) career exploration and counseling in order to help students who may be interested to identify and select or reconsider their interests, goals, and career majors; (2) initial selection by interested students of a career major not later than the beginning of 11th grade; (3) a program of study designed to meet the same challenging academic standards established by states for all students under the Goals 2000: Educate America Act, and to meet the requirements necessary for a student to earn a skill certificate; and (4) regularly scheduled evaluation to identify academic strengths and weaknesses of students and the need for additional learning opportunities to master core academic skills.

SCHOOL-BASED ENTERPRISES — businesses set up and run by students teaching themselves how to learn and apply "real world" skills.

SCHOOL-SITE MENTOR -- a professional employed at a school who is designated as the advocate for a particular student and who works in consultation with classroom teachers, counselors, related services personnel, and the student's employer to design and monitor the progress of the student's School-to-Work Opportunities program.

SCHOOL-TO-WORK COORDINATOR — a person responsible for activities such as coordinating a school committee to advise on program development and operations; promoting curriculum development such as advisory groups, special project teams, and academic connections; recruiting candidates for youth apprenticeships; linking apprentices to guidance about careers and education; communicating with parents and employers as needed; and coordinating supervised work experience.

SCHOOL-TO-WORK SYSTEM — a system which helps young people progress smoothly from school to work by making connections between their education and career. The system is a cooperative effort of elementary and secondary education, vocational-technical education, and higher education to engage all youth in the lifelong acquisition of knowledge, skills, and attitudes necessary to pursue meaningful, challenging, and productive career pathways into high-skill, high-wage jobs. Examples of such programs are cooperative education, vocational or career academies, Tech Prep programs and youth apprenticeships.

SCHOOL-TO-WORK OPPORTUNITIES ACT — the federal legislation to develop systems that coordinate all activities in state and local programs to address the career education and work preparation needs of all students.

SCHOOL-TO-WORK TECHNICAL COMMITTEES — the 13 School-to-Work technical committees are comprised of about 225 representatives of education, labor, business and industry, employment and training, and other partners. These committees guide the development of policies and strategies for the Oklahoma School-to-Work system.

SENATE BILL 500 — the bill passed by the Oklahoma Legislature that helped provide the impetus to build a statewide School-to-Work system.

SHADOWING — a career exploration process in which a student follows a worker on the job for a designated period of time to learn about the worker's career.

SKILL STANDARD — the identification of the knowledge, skill and ability level needed to perform a given job satisfactorily. These standards may be specific to a given occupation, cross occupational lines or apply to groupings of occupations. Skill standards can be tailored to any industry to reflect its particular needs and economic environment.

SKILLS (as defined in the SCANS report):

> **BASIC SKILLS** — reading, writing, arithmetic and mathematics, speaking, and listening.
>
> **THINKING SKILLS** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

PERSONAL QUALITIES — individual responsibility, self-esteem, sociability, self-management, and integrity.

SKILL CERTIFICATE — a portable, industry-recognized credential issued under an approved state plan to certify that a student has mastered skills at levels that are at least as challenging as skill standards endorsed by the National Skill Standards Board established under the National Skill Standards Act of 1994. However, until such skills standards are developed, the term "skill certificate" means a credential issued under a process described in the approved state plan.

SPECIAL POPULATIONS — individuals who have disabilities, who are academically or economically disadvantaged, who have limited English proficiency, who are enrolled in programs intended to eliminate sex bias, or who are incarcerated.

STANDARDS, STATE STANDARDS — rules or regulations established to govern the operation of vocational education programs.

STATE EDUCATIONAL AGENCY — the agency primarily responsible for the state supervision of public elementary and secondary schools.

T

TASK — a meaningful unit of work that is measurable or observable and is independent of other tasks. The performance of a task requires the application of one or more skills.

TECH PREP — a technical education program linking the last two years of high school with the first two years of postsecondary education and offering a coherent program of study integrating academic and vocational education. Tech Prep programs typically lead to an associate degree but can lead to a bachelor's degree.

TECHNOLOGY — working with a variety of equipment and tools; selecting and applying technology to specific tasks.

TECHNOLOGY EDUCATION — a program of instruction for students in Grades 6-10 that enables them to become technologically literate, explore career opportunities and identify educational avenues to pursue their career interests.

TRADE AND INDUSTRIAL EDUCATION — a program of Instruction that provides the technical knowledge, occupational skills and employability skills necessary to become a successful technician. These employability skills include leadership, teamwork, community relations, interpersonal skills and work attitudes.

TRAINING PLAN -- a schedule of organized and progressive work processes to be performed on the job that have been prepared in advance and agreed to by all parties.

TRAINING PROVIDERS — high schools, area vo-tech schools, colleges, private training bodies and companies, as well as equipment providers who include training as part of the equipment implementation process. Also includes employers who offer industry-based training and structured on-the-job training.

TSA — the vocational student organization for those enrolled in Technology Education (Technology Student Association).

V

VICA — (Vocational Industrial Clubs of America) -- the vocational student organization for those enrolled in Technical and Industrial Education.

VOCATIONAL EDUCATION — both secondary and postsecondary instruction designed to prepare students for work, either through career exploration or occupational study.

VOCATIONAL PREPARATION -- courses that represent the vocational and technical requirements recommended to prepare students for employment within a specific occupation.

VSO — Vocational Student Organization. An integral part of the student's learning climate, along with classroom experiences and laboratory instruction. Serves as a vehicle to allow the students to gain valuable practice at applying leadership skills learned in the classroom.

W

WORK-BASED LEARNING — consists of five mandatory activities: work experiences; a coherent sequence of job training and work experiences that are coordinated with the activities in the school-based learning component; workplace mentoring; instruction in general workplace competencies such as positive work attitudes, employability skills and participative skills; and broad instruction in all aspects of an industry. The work-based component may include paid work experience, job shadowing, school-sponsored enterprises and on-the-job training for academic credit.

WORK-SITE LEARNING — activities that encompass all of the components of work-based learning, except that the educational process has to occur on site in business and industry.

WORKPLACE MENTOR -- an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student.

Y

YOUTH APPRENTICESHIP -- a School-to-Work option designed to expose students to work-day realities. Participants spend part of each school week at a work site and are treated as regular employees. The experience at the work site provides part of the student's instruction. Youth apprenticeship is an employer/school partnership, preceded by career exploration, that includes integrated academic and structured job training, and worksite experience. (Please note the differences between Youth Apprenticeship and Apprenticeship. Do not use the words interchangeably.)

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